

The Phillips Academy
SUMMER SESSION 1995
ANDOVER



The Phillips Academy
SUMMER SESSION

June 29-August 9, 1995

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Statement of Purpose

Phillips Academy is a residential high school that seeks students of character and intelligence from diverse ethnic, racial, socioeconomic and geographic backgrounds. The academy's scholastic program is designed to foster excellence in all disciplines associated with the liberal arts tradition. Faculty members guide students to master skills, to acquire knowledge and to think critically, creatively and independently. The school strives to help young people achieve their potential not only in intellectual understanding, but also in aesthetic sensitivity, physical well-being, athletic prowess and moral decisiveness so that they may lead productive, responsible lives.

Committed to discovering authentic sources of community, the academy strives to understand and respect the differences that arise in a multicultural setting. Academic and residential programs encourage sensitivity to issues of gender, race and social class. The school's residential structure fosters close association between faculty and students for personal, social and intellectual development.

Andover's 1778 Constitution charges the academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak and feeble; yet knowledge without goodness is dangerous." This obligation challenges students in mind, body and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

Directors of Summer Session

Pamela Brown
1994

Elwin Sykes
1990–1993

Phyllis W. Powell
1985–1989

James L. Bunnell
1976–1984

Meredith Price
1974–1975

Jerry Foster
1971–1973

Ronn Minné
1969–1970

Frederick Peterson
1966–1968

Harold Owen
1963–1965

Robert Hulburd
1960–1962

Stephen Sorota
1957–1959

Stephen Whitney
1954–1956

Richard Pieters
1951–1953

Floyd Humphries
1948–1950

Frank Benton
1945–1947

Alan R. Blackmer
1943–1944

Wilbur J. Bender
1942



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Pamela Brown, *Director*

Welcome to Andover! As you learn about our historic school from the pages of this catalogue, I hope you will come to understand and appreciate what a unique learning experience we have to offer. Phillips Academy, Andover, is the oldest incorporated boarding school in the nation, now in its 217th year. From its beginning, the academy has been open to youth from all sections of the country and from abroad, seeking always to develop in its students academic excellence combined with a strong sense of community and commitment to serve others. Today, girls and boys from around the globe join together in an atmosphere of mutual trust and respect to learn about, and from, each other. Horizons open and minds expand as students are challenged intellectually to reach beyond conventional limits in order to follow their dreams.

The buildings and facilities of the academy, located on 450 acres of landscaped campus, allow our students to experience a modern education in a traditional setting. The town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester and the sea. Both the town and the academy are rich in history. Judge Samuel Phillips, the academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor to Andover, sent his nephews to the academy. In 1789, during his term as president of the United States, Washington held a reception on

horseback for the students and townspeople on the Old Training Field, now the site of the Fuller Memorial Carillon Tower. Paul Revere engraved the school seal; John Hancock signed its charter. As a seminarian at Andover, Samuel Smith wrote the words of the song *America* (My Country 'Tis of Thee) in one of the academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the academy cemetery.

The Summer Session offers the Andover experience to young men and women who may not otherwise have the opportunity of attending boarding school. They come for six weeks to live in dormitories, exercising their minds in rigorous classes and their bodies in afternoon activities. They learn what it means to live in a place where diversity is the norm and excitement about learning is contagious. College trips allow them to explore New England universities, while Boston is only a short train ride away. By summer's end, a group of strangers has been transformed into abiding friends. With the bagpiper leading them, these young people gather on the lawn in front of Samuel Phillips Hall for the Summer Session graduation. Although their time on Andover Hill has been brief, the memories will last a lifetime.





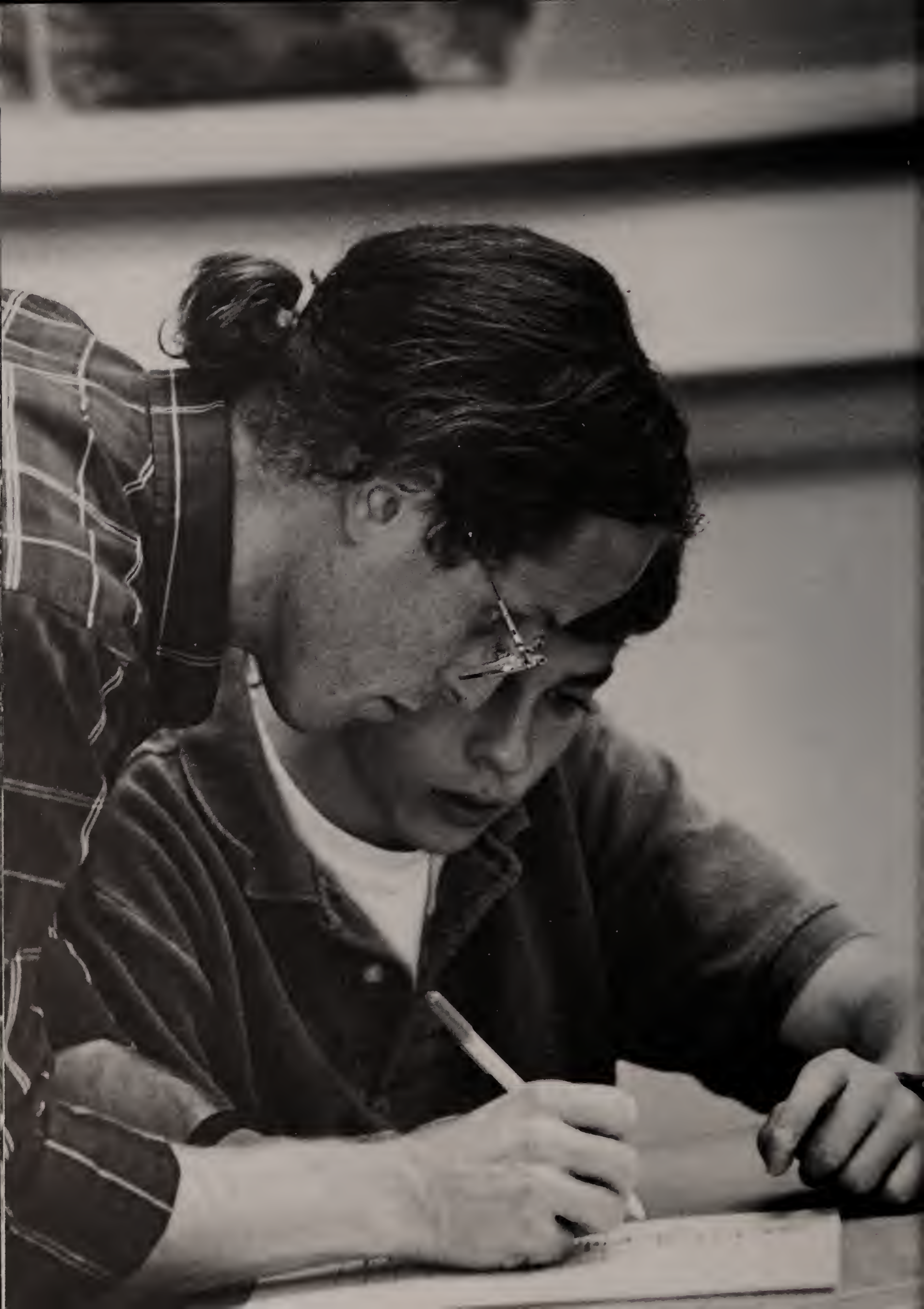
Andover's Summer Session extends the mission of Phillips Academy to serve "youth from every quarter" by offering to students from varied backgrounds the academy's standards of educational excellence, packaged in special courses, activities and a residential program, all of which use to good advantage the unique features of New England's summer months.

The teaching faculty, composed of teachers from Phillips Academy and other private and public schools and colleges, have been selected for their excellence in the classroom and their understanding of young people. The senior teaching staff is augmented by a corps of more than 30 teaching assistants, recent college graduates whose enthusiasm for learning serves students as a model for serious but joyful intellectual inquiry. Teaching assistants work in the classroom, assist in afternoon activities and serve as advisors in the dormitories. The faculty offer courses that challenge and extend the intellectual, aesthetic and ethical interests of able students from public and private secondary schools. All courses demand rigorous application, while many offer subjects or approaches rarely found in the conventional high school curriculum. Average class size is fourteen.

Students may choose courses that enable them to explore fields in which they have already demonstrated competence, or they may choose to begin work in a new field. Applicants should take note that *the Summer Session's courses are for strongly motivated students*. All courses proceed rapidly and probe deeply given the high caliber of the students, the professional qualifications of the instructors and the workload of 18 hours per week in class.

One of the most pleasant and beneficial experiences of the Summer Session is living and working with other students who represent an extraordinary diversity of geography, religion, race and economic circumstances. In 1994 the 659 students (304 boys and 355 girls) came from 37 states, the District of Columbia, Puerto Rico and 30 foreign countries; approximately 30 percent received full or partial scholarships.

The Summer Session, in accordance with Phillips Academy's policy, admits students of any race, color, sex, sexual orientation, national and ethnic origin.



OLIVER WENDELL HOLMES LIBRARY

At the hub of Andover's intellectual life is the Oliver Wendell Holmes Library, named after the famous doctor, poet, and wit who was a member of the class of 1825. The building contains the academy's main collection of some 100,000 volumes. The library subscribes to nearly 300 current American and foreign language serials, daily papers from throughout the country and contains an extensive retrospective periodical collection in microform. The stacks are open. Recently automated, the Holmes Library, like libraries everywhere, is in the midst of a technological revolution that will provide information to more people more rapidly than ever before. Improved telecommunications and an increase in the availability of electronic databases have made information so accessible that we are no longer limited to the resources within our own four walls. The library is a service-oriented teaching library that emphasizes bibliographic instruction through its capable reference department. Because of the strong academic tradition of Andover, the library assumes the responsibility of instilling in its students a finely-tuned ability to retrieve information rapidly and simply in all formats.

ADDISON GALLERY OF AMERICAN ART

Serving as both a nationally recognized museum and an educational resource for the school, the Addison Gallery of American Art enriches the life of Phillips Academy in many ways. The museum's holdings are distinguished and include works by, among others, John Singleton Copley, Thomas Eakins, Winslow Homer, James A. McNeill Whistler, Georgia O'Keeffe, Frank Stella (PA '54) and Eadweard Muybridge. The Addison Gallery makes this extraordinary collection fully available to Andover's students, their classes and the public.

ROBERT S. PEABODY MUSEUM OF ARCHAEOLOGY

Primarily a teaching museum, the Robert S. Peabody Museum houses more than 500,000 artifacts ranging from Paleo-Indian to contemporary and representing nearly every tribe in North America. The museum's programs and exhibits serve several goals: to allow for the study and preservation of the record of Native American cultures, to involve Native American people as full partners in this work, to teach the discipline of archaeology and to teach an appreciation and respect for human cultural diversity.

COMPUTER CENTER

Located in the lower level of the Oliver Wendell Holmes Library, the Phillips Academy Computer Center is available for use by all students and faculty. The center houses more than 75 workstations, including Macintosh, Apple IIe, IBM, and IBM compatible computers and a variety of hardware, such as CD-ROM players, scanners and modems. All computers are networked to laser printers and to file servers containing a wide range of software.

WRITING CENTER

To support students who have regular writing assignments in their courses, the Writing Center offers individual conferences to work on specific assignments.

MATH CENTER

To support students who are enrolled in mathematics courses and in courses that depend on mathematical skills, the Math Center offers individual assistance and group-study sessions.

AUDIO VISUAL CENTER

The Audio Visual Center houses a library of slides, slide tapes, more than 1,000 video tapes and 16mm films on a wide variety of subjects. The Audio Visual Center offers video and slide projection services as well as video editing and individual screening areas.





LANGUAGE LABORATORY

Situated in Samuel Phillips Hall, the Language Laboratory is used for classes and for individual students doing assignments. A professionally trained staff is always available to help students.

MUSIC LIBRARY

The William B. Clift Record Library, located in the music building, Graves Hall, has a varied and extensive selection of CDs and LPs for student and faculty use. The facility is open for general listening, quiet study and listening assignments given by course instructors. There are four listening stations equipped with turntables, CD players and tape decks. Acoustic guitars, metronomes and small tape decks may be borrowed to use in the practice rooms. There are four computer stations which have music-related software programs, CD-roms and keyboards.

COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five acre tract of rare beauty located so close to the center of school activity that it is in fact an extension of the campus. Numerous hiking trails crisscross landscaped areas of dogwood, rhododendron, azalea and laurel which surround two ponds and a brook. Hidden just out of view is a high ropes course used by the Outdoor Adventure Program. The entire sanctuary is used by both the Outdoor Adventure and Morning Encounter Programs.



THE ACADEMIC EXPERIENCE

ACADEMIC REQUIREMENTS MAJORS AND MINORS

The normal course load for each student is 18 hours of class work each week. The requirement is fulfilled by taking either a 12-hour major course and a 6-hour minor, or one 18-hour major course. Some minor courses with extensive studio or laboratory work meet for 10 hours. Since, in general, at least 1 1/2 hours of preparation is assumed for each hour of class meeting, most students, even highly able ones, find their hands full with 18 hours of class per week. Exception: by its special nature, OCEANS is more demanding than the basic 18-hour program.

COURSE SELECTION

Students should select their courses with care, noting any prerequisites, and they should list alternate choices in order of preference. Serious consideration of course choices will minimize the need for unnecessary and usually impossible course changes. It is important that our applicants understand that, despite our best efforts, it is sometimes necessary for them to accept their second or third choice of courses. Once students arrive, a course change is made only with the approval of the Dean of Admission. On the one hand, the Summer Session reserves the right to withdraw any course that fails to attract a sufficient enrollment; on the other hand, many courses simply fill up very quickly, and often it is not possible to offer multiple sections of the most popular courses. Students whose first language is not English should consult the International Student Information Sheet for additional course-selection guidelines.

GRADES

Grades are given in all summer courses on the regular Phillips Academy scale of zero through six. Translation of our scale is shown below:

6	High Honors	100-93
5	Low Honors	92-85
4	Good	84-77
3	Satisfactory	76-69
2	Minimally Passing	68-60
1	Failure	59-40
0	Low Failure	39-00

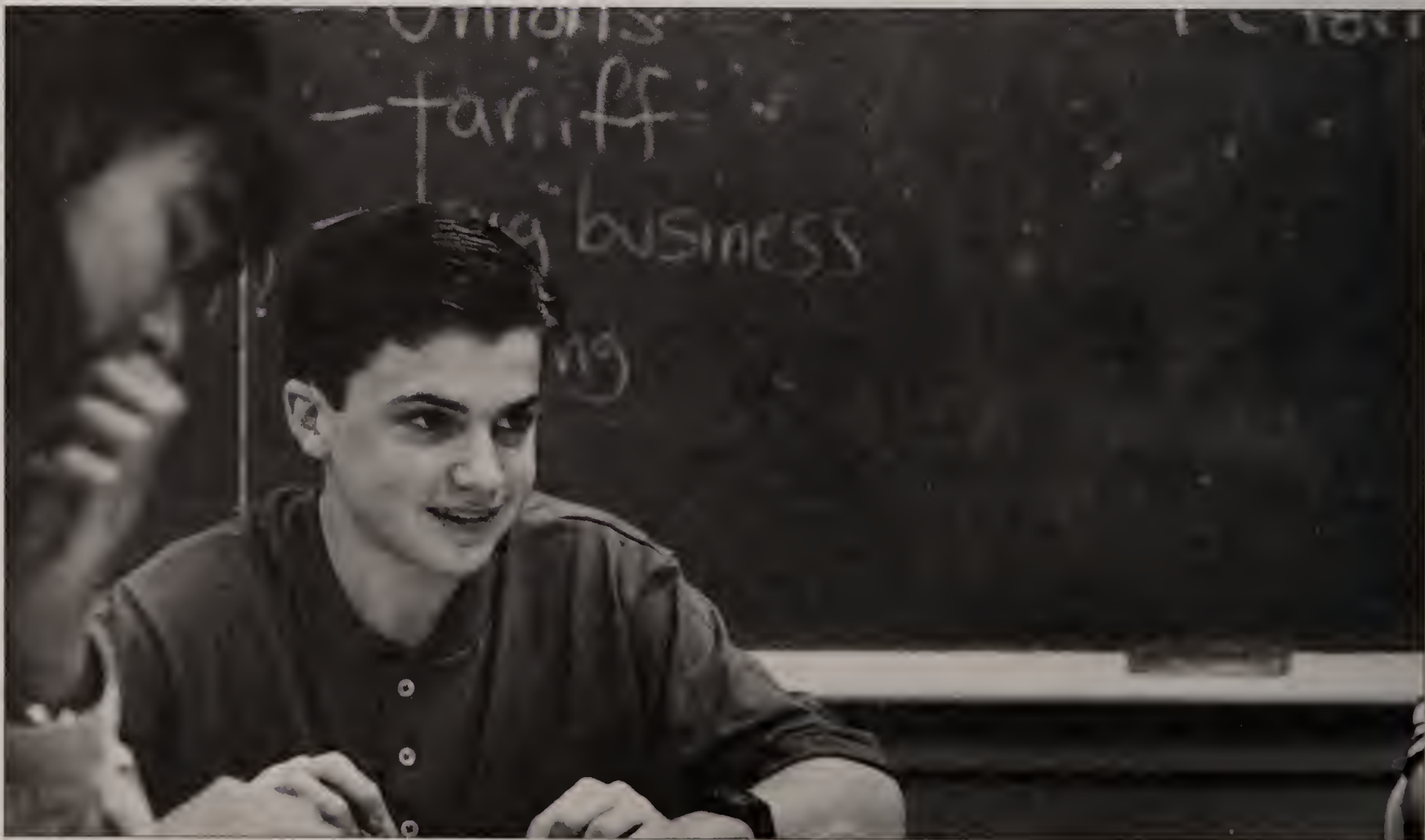
ACADEMIC STANDARDS

The standards for evaluating a student's performance in the Summer Session are the same as for those who attend Phillips Academy during the school year. Standards are high, but no dedicated student ought to fear the challenge.

ACADEMIC CREDIT

Students seeking academic credit for summer study should make arrangements in advance with their own schools. Since many courses do not cover the material in standard curricula, they may not fulfill the requirements of the student's home school. Applicants must, therefore, check to see what their schools will accept.

Upon written request, the Summer Session gladly forwards grades and a copy of the teachers' final comments to the student's home school. The Summer Session will also forward transcripts (teachers' reports including grades) to colleges upon receipt of a written request accompanied by a \$2 fee for each transcript.



STUDENT LIFE

DORMITORY EXPERIENCE

Summer Session "graduates" invariably point to their dormitory experience as a source of learning and enjoyment. Students who, within a year or two, will have to make the adjustment to living on a college or university campus learn through dormitory life at Phillips Academy to respect the rights of others. Equally important, they learn how to set priorities for work and play. The combination of major and minor course hours totaling 18 hours per week means that each student spends at least three hours per day in the classroom, six days a week, with additional hours spent in daily preparation, usually in the dormitory, but also in the library, computer center, art studios, writing center or math center.

To assist students in this living and learning experience, each dormitory is staffed by a house counselor, an adult whose sensitivity to student concerns is balanced by a commitment to maintain an atmosphere in which hard work can be performed effectively. Teaching assistants serve as a second adult presence in the larger dormitories.

Because living closely with other young people of widely differing backgrounds is one of the most rewarding experiences of the Summer Session, **requests for friends as roommates are not honored.**

The Summer Session does not permit students to visit members of the opposite sex in their rooms. Most dormitories have common rooms where students may socialize in the free time before study hours commence at 8 p.m. The Ryley Room, the campus snack bar and recreation center, is also available at hours listed in the *Student Handbook*.

House counselors take the time to learn about each of their students, look after their welfare, stay abreast of their activities and act as their advisors. They write reports on the overall performance of each student at the end of the Summer Session. Unlike grades and teachers' reports, house-counselor reports are not part of the student's Summer Session transcript; they are solely for the information of parents.

DAY STUDENTS

The Summer Session welcomes day students who live within a reasonable commuting distance. Day students are expected to maintain the full Summer Session commitment to class and activity schedules. Occasionally attendance will be required at a lecture, movie or poetry reading in the evening.

TELEPHONES

Each dormitory room is provided with a telephone and local service at no extra charge to the student. Long distance calls are billed to students' own credit cards or phone debit cards available for purchase on campus.

CLOTHING

There is no dress code. Boys and girls dress informally but with a sense of propriety. Students should include swimming and athletic gear, and clothing suitable for trips to colleges, theaters, etc.

LINENS

Bed and bath linens are provided to each student at no extra charge. The school provides each student with a pillow, a blanket, a set of sheets and pillowcase, and towels and a facecloth.

LAUNDRY

Coin-operated washing machines and dryers are available in dormitories. However, an optional laundry service may be purchased.

COMPUTERS

Although Phillips Academy has a computer center with Apple Macintosh and IBM computers, students are encouraged to bring their own computers to Summer Session. Students may bring modems, since each dormitory room is equipped with a jack for a modem (the school provides the telephone). However, please note that long distance calls are paid for by the student.

4TH OF JULY

The regular academic class schedule will be maintained. The holiday will be celebrated with community events.

DISCIPLINE AND INDIVIDUAL RESPONSIBILITY

The Summer Session presumes that students come for a serious purpose and that they will thus meet all school appointments and observe study hours. Students are expected to conduct themselves honorably and with decorum in all their affairs and to take responsibility for their own actions, whether or not those actions are explicitly covered by the rules.

Students may not haze or in any way show disrespect for any individual's race, socioeconomic background or gender. Students may not gamble or purchase, possess or use alcohol, drugs or drug paraphernalia. For health and safety reasons, the Summer Session **does not permit smoking by its students on- or off-campus during the 6-week session.** Students are held financially responsible for any damage

or abuse of school property. Cheating and academic dishonesty of any kind break the bond of trust between student and faculty and cannot be tolerated.

The Student Handbook, sent to admitted students, spells out the fundamental rules of the Summer Session. These rules are few, but essential to the health of the community. Students who show themselves unwilling to conform to the rules or who jeopardize the welfare of others are dismissed. In an effort to emphasize the importance of the "contract" between the Summer Session and its students and their parents, admitted students and their parents must sign a "letter of commitment." This letter is required of all who attend Phillips Academy. Adherence to the rules of the Summer Session community will facilitate efforts to concentrate on this exceptional academic challenge.

OFF-CAMPUS EXCUSES OVERNIGHT:

With written permission from their parents and approval by the Summer Session deans, students may (except on the first weekend) leave campus on Saturday after classes for an overnight visit to their own home or to a friend's. An invitation from an adult is required if the student is to be overnight at a friend's home. Overnight excuses expire at 8:00 p.m. Sunday. **No off-campus excuse, whether with or without parents, may interfere with the student's responsibility to attend every class, Monday through Saturday.** Unauthorized absence from campus results in dismissal. Summer Session students are prohibited from staying overnight at colleges; if they do so, they are dismissed.



OFF-CAMPUS EXCUSES DAY:

With written consent from their parents on file, students may, with house counselor permission, leave the town of Andover on Wednesday afternoon, Saturday after classes and all day Sunday (except on the first weekend). They must return by 8:00 p.m. Boston is the most popular destination, since it is easily accessible by public transportation.

AFTERNOON ACTIVITIES

The Summer Session has an activities program that is instructionally and recreationally based. The numerous academy playing fields and tennis courts, the gymnasium, the fully equipped physical fitness center and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports. Of additional interest are a number of activities not always available in secondary schools. One of the most popular is Outdoor Adventure. All activities are coed.

TRIPS AND TOURS

Chaperoned trips and tours are offered on weekends. Excursions include Red Sox baseball games, beach outings, whale watching expeditions off the coast and Tanglewood concerts. On Wednesday afternoons College Counseling sponsors visits to college campuses in New England. Admission and transportation costs for these trips are announced at the beginning of Summer Session.

THE WORK PROGRAM AND COMMONS DUTY

The academy continues to maintain its tradition of service and individual self-reliance, and it firmly believes in the value and dignity of productive labor in concert with one's peers. Consequently, students are expected to participate in a work program designed to maintain a healthy standard of living in the dormitories. In addition to work duty, students must take a brief turn at scullery duty in the kitchen and dining hall.

MEDICAL CARE

The Isham Infirmary of Phillips Academy is licensed as a hospital by the Commonwealth of Massachusetts. Registered nurses are on duty at all times, and in addition to usual office hours a physician is always on call. X-rays and laboratory tests are available on site. All minor illnesses and injuries are treated at Isham by the infirmary staff. Parents are responsible for the cost of medical consultations, prescription drugs, dental care, x-rays, special laboratory tests, outpatient surgery and orthopedic appliances. Daily charges are made when a student is admitted to Isham. Most family medical insurance plans will meet at least some outpatient and inpatient charges. An excess insurance policy, designed to cover ineligible charges and amounts credited to deductibles under primary insurance, is included in tuition cost. *Students residing in the United States who are not covered by an adequate primary health plan and all international students must purchase our insurance (plan B).* Phillips Academy cannot accept out-of-country insurance. Full details are sent after acceptance. To be registered for the

session, students must provide proof of insurance. Students at Summer Session are not required to have routine physical examinations done if they are in good health. If significant medical problems such as asthma, allergies or orthopedic conditions exist, they **MUST** be reported and accompanied by a current evaluation and recommendations from the appropriate physicians.

PSYCHOLOGICAL COUNSELING

A psychological counselor is available to see students during the day at the Graham House Counseling Center. The psychologist is on call 24 hours a day.

RELIGIOUS SERVICES

Protestant churches of several denominations, a Roman Catholic church and a Jewish Reform temple in the town of Andover welcome students of the Summer Session for worship. Schedules of services will be available.

THE DAILY SCHEDULE

THE DAILY SCHEDULE

7:15	Breakfast
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8:00–10:00	Major course classes
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10:00–10:30	Morning break*
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10:30–11:45	Minor course classes*
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12:15–1:30	Minor course classes*
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11:30–1:30	Lunch
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1:40–2:50	College counseling workshops**
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3:00–5:00	Afternoon activities**
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5:00–6:30	Dinner
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8:00	Initial dormitory sign-in and evening study begins
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10:00	Students in their dorms; final dormitory sign-in
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11:00	Students in their own rooms
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*No minor course classes or morning break on Wednesday

**Not applicable on Wednesday and Saturday

MAJOR COURSES

All students take a major course which meets six days a week. Twelve-hour major courses meet from 8:00 a.m. to 10:00 a.m. The OCEANS Program and Intensive Beginning Chemistry meet from 8:00 a.m. to 10:00 a.m. and 10:30 a.m. to 11:45 a.m.

MORNING BREAK

This school break (10:00 a.m. - 10:30 a.m., Mon., Tues., Thurs., Fri., Sat.), traditionally known as "milk and cookies," provides students and faculty an opportunity to talk informally over snacks and beverages.

MINOR COURSES

Six-hour minor courses meet in either the 10:30 a.m. -11:45 a.m. or 12:15 p.m. -1:30 p.m. period. Ten-hour minor courses meet from 10:30 a.m. -12:30 p.m. The dean of admission determines each student's schedule based on classroom availability and dining hall seating capacity.

COLLEGE COUNSELING WORKSHOPS

Students may choose to attend college workshops from 1:40 p.m. to 2:50 p.m. Monday, Tuesday, Thursday, Friday.

AFTERNOON ACTIVITIES

All students participate in the afternoon activities program which meets Monday, Tuesday, Thursday and Friday afternoons (60–90 minute sessions).

STUDY HOURS

There are short periods in the daily schedule when students can study, but the bulk of their homework is customarily accomplished in the evenings after 8:00 p.m. Whether studying in their dormitories, the library, the computer center, the language laboratory, the art studios, the writing center or the math center, students are required to keep these evening hours quiet and in every way conducive to study.

SPECIAL FEATURES



ARTS AT ANDOVER

Summer at Andover is a perfect time for adolescents to explore their creative intellect, something students may not have time for during their regular academic year. Arts At Andover establishes an artistic and creative environment encompassing music, visual art, theater and poetry, benefiting the entire Summer Session community.

Classes in visual art, drawing and music provide a forum for the serious art student. However, any student may be involved in art through afternoon activities, which include orchestra, jazz band, chorus and stage

craft. Full community participation in the arts is most evident in the evening poetry readings, concerts, plays and art exhibitions.

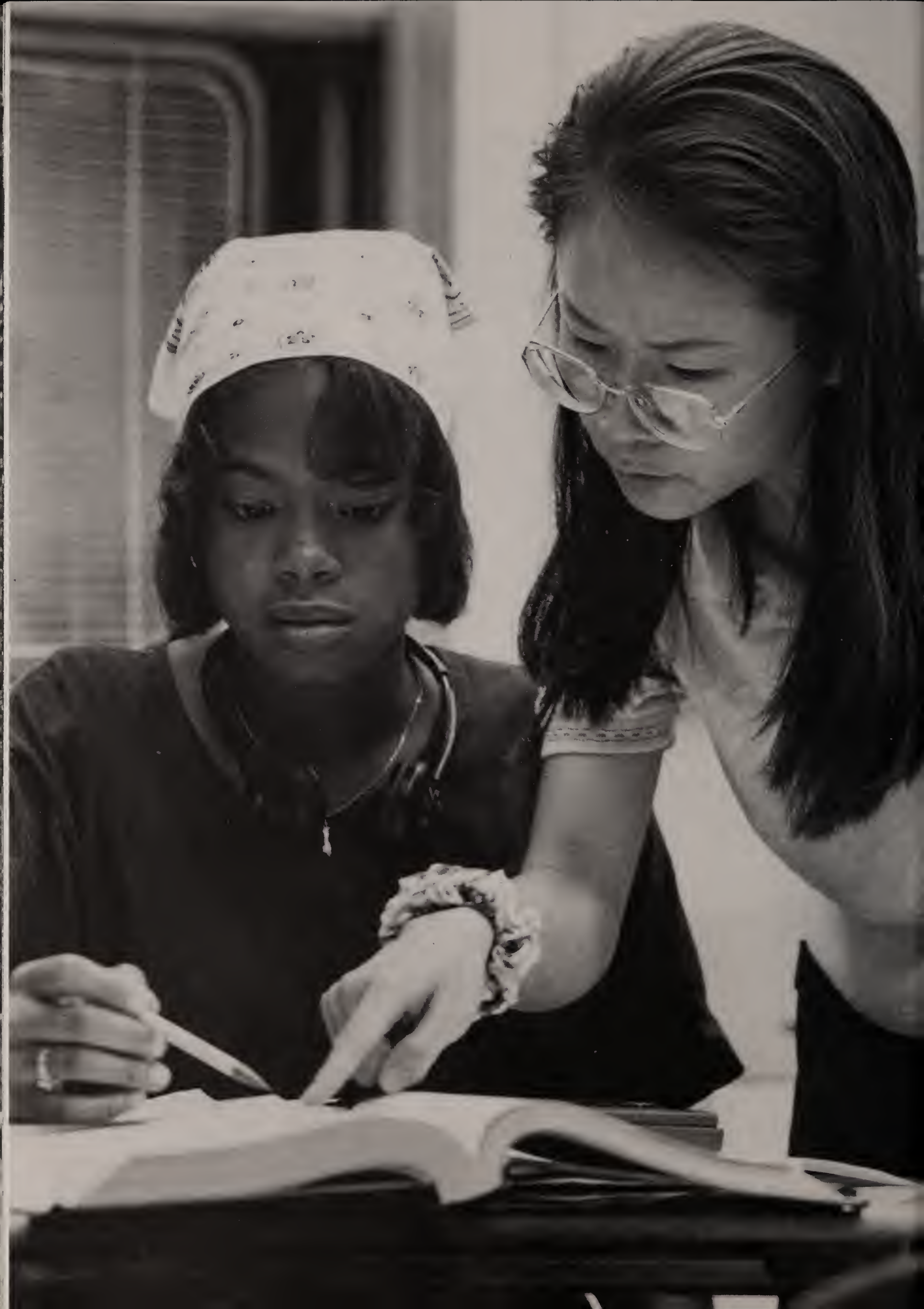
Phillips Academy's outstanding facilities contribute to Arts At Andover. The theater division meets in a newly renovated, state-of-the-art theater complex boasting three separate theaters. The smallest, an intimate studio theater which seats 80, doubles as a performance classroom. The Steinbach Theater seats up to 150 in a completely flexible space. The main stage, the Tang Theater, includes a 50-foot proscenium stage with a modularized courtyard auditorium which seats up to 400 depending on configuration. Phillips Academy's music building contains concert spaces, chamber music rooms, practice rooms and the music listening library. Fully-equipped photography darkrooms, art studios and the ceramics studio provide the fine art student with a superior learning environment.

MUSIC LESSONS

Private lessons for piano (classical or jazz), strings, brass, flute, woodwind, harp, guitar, percussion and voice are available on a non-credit basis for an additional fee to the experienced or beginning student. Our music faculty is comprised of professional musicians from the New England area, most of whom teach regularly at Phillips Academy, Longy School of Music, New England Conservatory of Music and Phillips Exeter Academy.

Coached chamber music is also available for an additional fee. Small groups meet regularly and give a concert at the end of Summer Session. Students are auditioned and matched with other students at their level. Please note that music and voice lessons are not major or minor courses. Music lessons are extracurricular, individual and private. Music fees are paid in full at registration. There is a fee of \$20 to use practice rooms in the music building if you are NOT taking lessons or chamber music. Our music





listening library in Graves Hall is open in the evenings for quiet study and listening; all students and faculty are welcome.

OCEANS

In OCEANS, students study marine biology and oceanography both on land and at sea. Students spend 10 days on the 55-foot schooner *Sarah Abbot* sailing the south side of Cape Cod, Martha's Vineyard, Nantucket and the Elizabeth Islands. There they research the marine environment and study humpback whales. On campus they study additional topics such as ecology, natural history and evolution. Laboratory work and writing are important elements of this curriculum.

COLLEGE COUNSELING

A special feature of the Summer Session is a series of workshops on both general and specific topics relating to the process of applying to colleges, led by experts from college counseling and admission offices. Some of the 1994 workshops covered: "How Selective Colleges Choose Their Students;" "Testing: SAT, ACT, AP, Etc.: How Colleges Use Them and How to Prepare for Them;" "The Application Essay;" "International Students Applying to U.S. Colleges;" and "The Campus Tour, Visit, and Interview." In mid-July the College Fair brings nearly 100 college representatives from around the nation to campus to meet with students. We also offer trips to more than a dozen New England colleges. A full-time college counselor sets up these events and is available for individual student conferences.

W. E. B. DU BOIS TUESDAY COLLOQUIA

Weekly colloquia provide the Summer Session community with the opportunity to hear and discuss ideas on a range of contemporary topics with scholars, artists and activists. These community-wide colloquia are held Tuesdays at 6:45 p.m.

OUTDOOR ADVENTURE

Outdoor Adventure is an afternoon activity directed and conducted by outdoor specialists who work with similar programs throughout the year. In general, Outdoor Adventure is a series of physical and psychological challenges—compass-bearing hiking, rock climbing, rappelling and obstacle course maneuvers—in short, physical activities requiring a balanced combination of individual initiative and group cooperation.

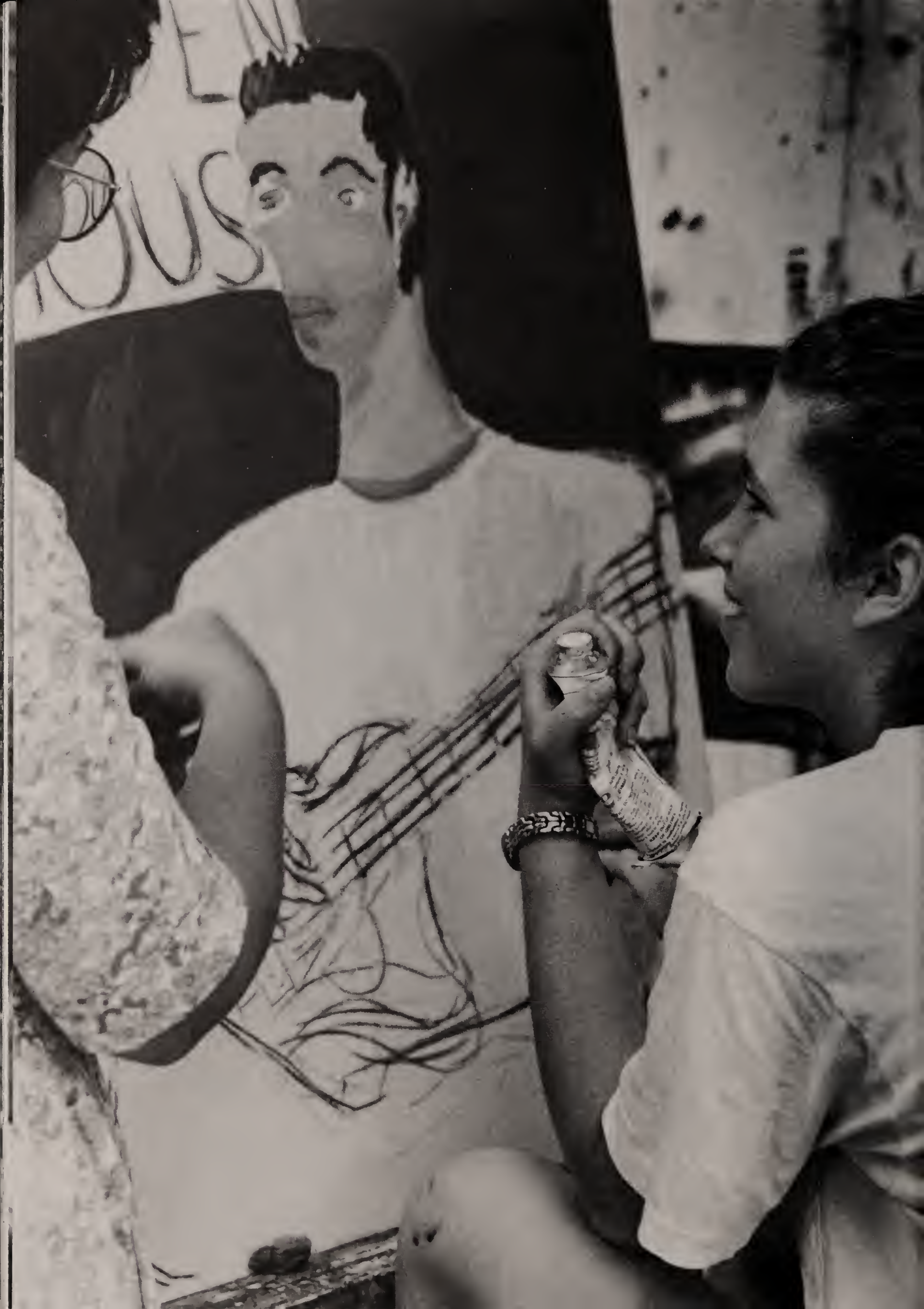
(MS)²: MATH AND SCIENCE FOR MINORITY STUDENTS

In response to their lack of representation in mathematics and science professions, the (MS)² program, Math and Science for Minority Students, offers African American, Hispanic/Latino, and Native American students three consecutive tuition-free summers of intensive study at Phillips Academy. Ninth grade African American and Hispanic/Latino students who attend public schools in specific cities (Baltimore, Boston, Chicago, Cleveland, Dayton, Fort Worth, Lawrence, Mass., Louisville, Memphis, New York and Washington, D.C.) are eligible to apply. Native American students from any geographic area may apply. The students are selected on the basis



Walter A. Sherrill, *Director (MS)²*

of their superior ability and strong interest in mathematics and science, as well as demonstrated financial need. In order to achieve the goals of the (MS)² program, which is to prepare its students to compete successfully for admission to selective colleges and for careers in science, engineering and medicine, (MS)² students follow a rigorous, three-summer sequence of courses in math and science, reinforced by an English composition component. (MS)² students are able to participate fully in Summer Session dormitory life and the afternoon activities program, though their course load is different from and heavier than that of other Summer Session students. For applications and information, contact Mr. Walter Sherrill, director; or Mrs. Sharon Hill, administrative assistant, at (508) 749-4402 before December 15, 1994.



MAJOR COURSES

In sequential subjects such as mathematics, science and foreign languages, prerequisites for admission are listed in the course description to enable students to place themselves as accurately as possible at the appropriate level. Under the title of each course appears the grade level(s) which the student should be entering in order to enroll in the course.

ARTS AT ANDOVER

Art course fees, payable upon arrival, cover expendable materials and tools and are in lieu of textbooks.

DRAWING

All Grades

12 Hours

Are you thinking of becoming an artist? Then learn to think like an artist. This course is designed for the very serious art student who wants to develop a portfolio. This is an intense foundation drawing course that emphasizes the artistic process and develops sound visual perception and drawing skills. This progressive curriculum enhances proficiency in composition, line quality, use of shading to describe form, and use of color. Drawing materials used include pencil, charcoal, ink, pastel and watercolor. All resources of Phillips Academy's Addison Gallery of American Art, Audio Visual Center and Oliver Wendell Holmes Library are available and there will be visits to Boston's museums and galleries. (Fee: \$100 in lieu of textbooks.)

PAINTING

All Grades

12 Hours

An ancient Greek saying holds that painting is silent poetry. In this course the beginning artist develops a visual vocabulary for that poetry. How does a color wheel work? How does a painter suggest movement? What are the value differences between a painted portrait and a photograph? Students hand-mix colors, complete a white-on-white painting to see how light and shadow affect form in the absence of color, learn to proportion figures correctly, and explore techniques associated with folk art and visual storytelling. Color planning, brush techniques, composition and the proper use of materials are important parts of the course. Assignments include still-life, portraiture, abstract and figure painting and working from life models. All resources of Phillips Academy's Addison Gallery of American Art, Audio Visual Center and the Oliver Wendell Holmes Library are available. (Fee: \$100 in lieu of textbooks.)

PHOTOGRAPHY

All Grades

12 Hours

This black and white photography course is a demanding excursion into creating, thinking about and looking at photographs. Designed for beginning as well as intermediate photographers, the course requires the student to initiate and execute a session-long project based on the concepts presented in class. Cameracraft, film developing and printing are mastered; the student can expect to spend extended periods in the state-of-the-art darkroom refining printing skills

and producing a presentation portfolio. Extensive use is made of the fine art photography collection at the Addison Gallery of American Art. A 35mm camera *with manual control of all functions* is required. (Fee: \$150 in lieu of textbooks.)

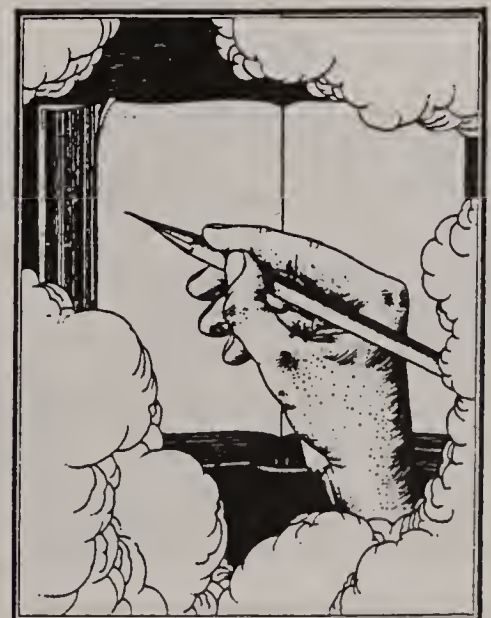
ART HISTORY/ STUDIO ART

All Grades

12 Hours

What are artists saying? How do we use our art to tell a story or convey a message? This is a combination studio and art history course that emphasizes the artist's message. Discussion of paintings and excerpts from literature of various cultures and time periods are followed by projects in various media, in which the student can explore the illustrative and propaganda potential of art. This is a very rich, revealing and rewarding way to explore the universal and individual themes of the human experience. Phillips Academy's Addison Gallery and Peabody Museum offer viewing of the original works of many of the artists studied. No art experience is necessary.

(Fee: \$50 in lieu of textbooks.)



MAJOR COURSES

ENGLISH

EXPOSITORY WRITING

10-12

12 Hours

Encouraged to see themselves as writers, students develop their own voices and their own styles, and they come to understand that writing is much more than something done in a classroom. In this intensive course, students develop and strengthen their skills in many kinds of writing. As they gain confidence writing narratives, film reviews, news articles and argumentative pieces, they learn how to develop and focus their writing, and they are introduced to the rhetorical patterns and grammatical tools necessary to write clearly. Students learn the elements of the paragraph, the importance of effective organization, and the need for careful revision. By summer's end, each student will be capable of writing a cogent, convincing, multi-paragraph essay.

Weekly vocabulary lessons, a review of some points of grammar, and an introduction to word processing are important parts of the course.

Students also read non-fiction essays as examples of good writing. The students produce a journal of their writing.

SPEECH AND DEBATE

All Grades

12 Hours

In a survey, 3,000 Americans were asked what in the world they dreaded the most. Public speaking came in first—ahead of death! Yet in an encouraging classroom atmosphere, students can overcome this fear as they are taught to improve both the delivery and the content of their public speaking. Students write, revise and speak extensively for themselves, and are introduced to competitive high school speech activities, such as Extemporaneous Speaking, Impromptu, Model Congress, and Lincoln-Douglas debate.

Students learn not only by formal instruction in class, but also by close analysis of contemporary American political speeches. Students research controversial topics such as the death penalty, abortion, gun control, and AIDS testing, and debate these issues in class. Students also study presidential campaign ads and write their own campaign speeches.

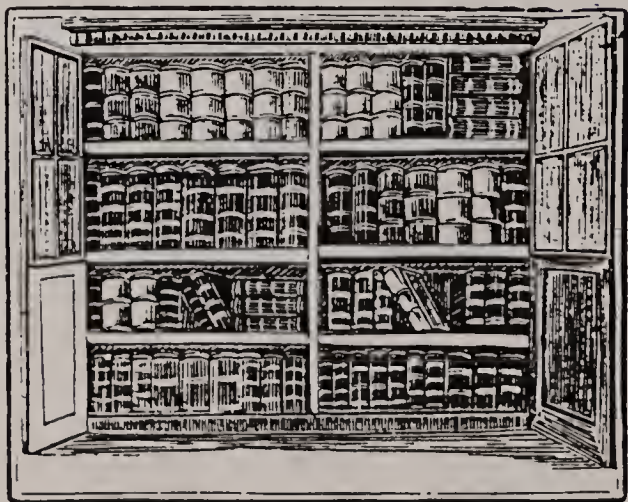
By the end of the course, students will have developed a skill that will serve them invaluable for the rest of their lives. This course assumes no prior knowledge of or familiarity with public speaking or debate.

CRITICAL READING AND WRITING ACROSS THE CURRICULUM

11-12

12 Hours

This intensive writing course is designed for students who have mastered basic writing skills and are now ready to confront more sophisticated material. Working with a variety of sources, students practice skills necessary for writing in most disciplines. By writing summaries, they learn to distill the essence of an author's argument; they then evaluate the validity of that argument in written critiques which sharpen their analytical skills. Students finally learn to develop their own arguments, incorporating several sources into their essays and yet going beyond any one author's assertions. Having mastered these skills, students learn to adapt them to the demands of different disciplines. This provides them with a broad range of strategies with which to approach college writing. Students should come prepared to revise their writing extensively and to participate in frequent peer-editing workshops.



CREATIVE WRITING

11-12

12 Hours

Open to those who wish to write short stories and poetry, the course emphasizes fundamental techniques in good writing ranging from figurative language to plot structure. The students explore the works of published writers in great detail, concentrating in particular on the problems and solutions which these works illustrate. A reading series involving faculty and student poets and fiction writers provides students opportunities to interact with other writers.

Students are required to write daily, both in class and during study hours. Writing assignments are designed to introduce the students to new ideas in writing and to break down barriers young writers frequently have. Much of every class is devoted to discussion of student work and group readings. Prerequisites are a mastery of basic writing skills, some experience with poetry or fiction and a serious attitude about writing as a discipline and an art.

WRITING THE PERSONAL ESSAY

10-12

12 Hours

One of the marks of a great writer is the ability to say "I am." This intensive writing course encourages students to explore their own power to communicate personal experiences, perceptions and philosophies through their compositions. Through daily journal writing and discussion, students develop their "writer's voice," a vital tool for conveying their

thoughts. Students tackle the challenges of writing autobiographical sketches, personal observations, critiques and argumentative essays. Critical readings of personal pieces by authors such as Eudora Welty, Russell Baker, Richard Wright and Virginia Woolf may serve as models of how skillful writers voice their experiences.

This course also focuses on the mechanics of cogent writing. Skills of organization, grammar, diction, pacing and transition are taught and

practiced through daily writing assignments. Students learn the benefits of using computers in composing, editing and storing pieces. In addition to providing a valuable mode of self-discovery, this course assists the student in meeting the demands of writing college essays.



MAJOR COURSES

CAREFUL READING AND PERSUASIVE WRITING

11-12

12 Hours

This course is designed for those who have completed a course similar to Expository Writing, who handle language with ease and who want to develop greater skill in both interpretation and composition. Drawn from a wide range of genres and organized by theme rather than chronology, the readings include European as well as British and American works. Emphasis is placed upon careful, critical reading of texts and on the planning and execution of precise, persuasive writing based upon that reading.

In the belief that strong opinions lead to persuasive writing, much of the classroom time is spent in spirited discussion. Frequent writing about the text, in addition to essays written both in class and out, help refine the student's argumentation skills.

Readings may include works by such authors as Milton, Keats, Shakespeare, Faulkner, Toni Morrison, Hardy, Austen, Joyce and Ibsen, as well as a Greek tragedy.

WRITING ABOUT DRAMATIC LITERATURE

11-12

12 Hours

Good writing is dramatic. But what makes it so? This course examines in detail what it is about works such as Shakespeare's plays, Mark Twain's short stories and Hemingway's novels that make them dramatic.

Writing is the tool with which this

class brings literature to life, using several analytical models developed by Aristotle and others.

As a final project, students examine a piece of literature to detail the method behind its drama and determine how it would become a performance. The focus is on reading closely, analyzing artistically and writing energetically.



ENGLISH AS A SECOND LANGUAGE

All Grades

12 Hours

The major course sections of ESL are divided into levels according to the results of a pre-TOEFL examination administered on the opening day of classes. Levels range from one which represents a very high degree of proficiency to one more suited to intermediate students (students who have scored a minimum of 450 on the TOEFL). A "beginner" level is not offered. While all classes stress the development of written and oral language competencies, close attention is paid to individual needs. Students are exposed to a wide variety of English styles and materials and are expected to understand and to respond to the course materials and to create fresh texts of their own. Classes are small (typically 12 students) and highly interactive, and it is not unusual for eight or more cultures to find representation in any given group.

ESL minor courses differ significantly from major courses in that the minors concentrate on a particular area of study and foster a greater degree of independent study. (See minor course listings.) **NOTE: Minor course enrollments are also based on pre-TOEFL scores. Students should list three ESL minor courses in order of preference. Requests to attend a non-ESL minor will be considered on a case-by-case basis. (Students must be enrolled in an ESL major in order to enroll in an ESL minor.)**

In addition to the pre-TOEFL, taken the first day of class for placement purposes, all ESL students are required to take the Institutional TOEFL at the end of the session (TOEFL fee paid at exam).

HISTORY, ECONOMICS AND POLITICS

COLONIAL HISTORY AND THE AMERICAN REVOLUTION

All Grades

12 Hours

Study early American history at its most interesting, compelling level; namely, the rich, detailed, colonial setting of the Revolutionary War and the background and achievements of that great conflict, including the social and ideological aspects as well as the political and economic ones.

Reading, written work and classroom discussion are all emphasized in the use of both primary and secondary sources. Field trips to historical sites in the "Cradle of Liberty" include such places as Plimoth Plantation (a restored replica of the original colony), Danvers (where the Salem witch hysteria actually occurred), Salem (to see the original House of the Seven Gables and the rich collections on colonial trade in the Essex Institute) and Concord (the Old North Bridge and the site of the Battle of Concord). A trip to Boston to walk the famous Freedom Trail of historic sites brings history to life.

U.S. HISTORY FROM 1877 TO 1945

All Grades

12 Hours

A survey in American history beginning with the end of reconstruction, this course considers the rise of the United States as an economic and geopolitical power during the 20th century. Topics considered include expansionism, the Great Depression, American participation in World Wars I and II, and the evolution of the presidency. American social developments such as immigration, the rise and fall of the labor movement, the roots of the women's movement and the beginning of the Civil Rights movement receive special consideration.

U.S. HISTORY FROM 1945 TO THE PRESENT

All Grades

12 Hours

Nearly fifty years have passed since the end of World War II. Many exciting and important events have occurred during this period, resulting in significant changes in American society. Beginning with an examination of the origins of the Cold War, this course explores several important themes in postwar U.S. history including: race relations, gender relations, cultural developments, foreign policy (applications, effectiveness, and public reaction), and domestic politics. A highly interactive classroom format requires careful completion of all readings and written assignments, as well as participation in discussions, debates and role-playing exercises.

MAJOR COURSES

LAW, POLITICS AND SOCIETY

All Grades

12 Hours

Law is the institution that protects citizens from the arbitrary power of government, as well as from the greed and violence of individuals. It is an institution based on reason that stands between the power of political institutions and the customs of society. Yet, in holding this position, a system of law is always under stress, and this tension is evident in the furor surrounding public issues such as the struggle for racial equality, capital punishment, abortion and due process.

What are the premises of the American constitutional system? How does the separation of powers among different branches of government distribute the pressures of popular democracy? From an examination of the philosophical sources of the U.S. Constitution, the course moves to an analysis of these questions and their importance in understanding American society.

Readings include constitutional theory, important court decisions, analyses of the law enforcement process, historical interpretations of the American legal tradition and proposals for change.

AN INTRODUCTION TO ECONOMICS

11-12

12 Hours

This general introduction to economics provides some sense of what makes a modern economy tick. It relates the concepts of macroeconomics to real-world contemporary problems. This course analyzes basic economic issues mostly from a free-enterprise perspective; however, Marxist and communitarian theory are provided as a foil. The objective is to provide an ability to analyze the current state of the American economy via knowledge of such areas as: market structures, growth, GNP, employment, inflation, production, and fiscal and monetary policies.

The theories of Locke, Smith, utopian societies, Marx, Keynes, Friedman and Schumpeter are interspersed to provide "the big picture." Because these theories often contrast with each other, passionate and informed debate occurs and is encouraged. Finally, three simulations provide an interactive way to experience this material: the Federal Reserve; the Stock Market; and a hypothetical life (in which, yes, the student will have to file taxes).

INTERNATIONAL RELATIONS

All Grades

12 Hours

This course is designed to stimulate students' interest in international relations and the complexities of foreign policy. As a result of their experience in the course, students become well-informed respondents to the major international issues of the day and better observers of the world political scene. Strong emphasis is placed on theoretical concepts of foreign policy, the historical background of this field as well as the realities of international politics in today's volatile world scene.

In addition to regularly assigned readings in the field, students are involved in research projects to ensure their introduction to sources providing a wide range of viewpoints. Much attention is given to the development of critical thinking, and a large portion of the course is devoted to activities that promote student involvement. Students engage in numerous seminars; they present cases as well as act as court members in mock World Court sessions, and they participate in a major role-playing simulation that involves their acting as delegates to a convention that involves speech-making, debating issues, political compromising and decision-making.





MATHEMATICS

All mathematics students take a placement test to confirm their course assignments. Students must have a TI-82 (Texas Instruments) graphing calculator. They may either bring one from home or borrow one through our loan program.

ELEMENTARY ALGEBRA

All Grades

12 Hours

This course is for students who have had little or no algebra. Emphasis is placed on an understanding of the elementary structure and language of the real number system, on the manipulative skills of simplifying expressions and solving first and second degree equations, and on the study and graphing of polynomial functions. Work is done with word problems, inequalities and irrational numbers.

INTERMEDIATE ALGEBRA

All Grades

12 Hours

This course is for students who want a review of first-year algebra and coverage of second-year algebra topics. Topics include rational, irrational and complex numbers, factoring, fractions, exponents, radicals, inequalities, solutions of linear, quadratic and radical equations, graphing, logarithms, sequences and series, and matrices. This is a rigorous and comprehensive course. **Not for students who have completed second-year algebra.**

GEOMETRY

All Grades

12 Hours

For students who have had a strong elementary algebra course but no geometry, this course is a thorough study of the fundamentals of geometry. The development of logical, structured proofs and deductive reasoning are emphasized. The second half of the course focuses on numerical solutions to problems. Topics include basic postulates of geometry, lines and angles, congruent triangles, parallel lines in the plane and in space, quadrilaterals and polygons, similar triangles and other figures, the Pythagorean theorem and a study of the properties of circles. **Prerequisite:** Successful completion of a yearlong course in elementary algebra.

MAJOR COURSES

PRECALCULUS

All Grades

12 Hours

This course is a study of the standard topics of precalculus, including functions (linear, quadratic, polynomial and exponential), logarithms, analytic geometry, inverse functions, polar coordinates and complex numbers. Emphasis is placed on the derivation, applications and extension of these topics to create a strong foundation for calculus. Graphing

calculators are used to complement classroom work, assignments and projects. This course is equal to a yearlong precalculus course if it is combined with the trigonometry minor course. **Prerequisite:** second year algebra.

CALCULUS

All Grades

12 Hours

This course is for students who have successfully completed two years of

algebra and a yearlong precalculus course, including trigonometry. It is an intensive and an accelerated mathematics course for strong math students. Topics include limits and continuity, the first and second derivative tests and their applications, definite integrals and techniques and applications of integration and the Fundamental Theorem of Calculus. **Prerequisite:** precalculus including trigonometry.

COMPUTER

COMPUTER PROGRAMMING

All Grades

12 Hours

Since programming is more than coding in a computer language, this course introduces students to computer science and computers in society. Included are good programming habits and consideration of the whole picture, from the design of the individual programs to the broader picture of the use of computers in society. Students learn Pascal programming, including variables, procedures and functions, conditionals, data structures, pointers and linked lists. They are also exposed to more advanced programming issues including documentation of programs (internal and external), database security and reliability, and artificial intelligence. Parallel to this work, students consider issues of computers in society ranging from codified ethics and law (professional and intellectual property) to access (disabilities and cultural issues), computer misuse, graphical enhancement and virtual reality.

Once students are familiar with the





Pascal language and have seen a number of short programs, their attention turns to larger programming projects. Students have the opportunity to choose and develop projects of particular interest to them. The projects can focus on a number of different areas of computer science; for example, programs which do graphics animation, solve difficult math problems, play an "adventure" game or use artificial intelligence to make the computer "think."

PHILOSOPHY AND PSYCHOLOGY

LAW AND MORALITY

11-12

12 Hours

What is justice? What is morality? How are we to decide? The history of our world is replete with wars, conflicts and unrest. Arguably, much of this turmoil is a result of there being no common understanding or agreement on what justice and morality are and in which context they belong. This issue has led and continues to lead philosophers in particular to wonder about the nature of morality and its role in our society. It is therefore in the inquisitive spirit of Socrates, Plato and others that this course proceeds toward an understanding of some of philosophy's deepest questions.

THE BIG QUESTIONS: CONTEMPORARY PHILOSOPHIES OF HUMAN LIFE

11-12

12 Hours

In this scientific and technological age most of us prefer to deal with clear-cut answers and with practical solutions. However, questions remain which science and technology cannot address, the "Big Questions" which will not go away and which are all the more intriguing for their resistance to easy answers: What is wisdom? What is truth? What is thinking? What is life? What is reality?

In order to address the significance of these perennial questions, we first examine how a few exemplary 20th century philosophers have sought to explain the nature and practice of philosophy itself, both its source in wonder and its goal in leading us to a

MAJOR COURSES

satisfying life. We investigate philosophical and scientific methodology and explore the value of deductive and inductive reasoning as means of discovering truth. We then apply these methodologies to both understanding and criticizing the thought of some major figures who have had a powerful influence in shaping contemporary modes of thinking and living, including: Darwin, Marx, Freud and Sartre. In thus applying the "Big Questions" to modern world views, we have to ask more specific questions such as: What is the proper role of science? To what extent are we shaped by economic and historical conditions? Are human beings solely or almost entirely determined by unconscious forces? Is there a "human nature," or is atheistic humanism right when it claims that "existence precedes essence?" Finally, we consider the claims of religion and confront the question as to whether there is anything beyond our human life.

What is the nature of religious truth?

While no background in philosophy is required, a willingness to reflect on the most profound ideas of major thinkers and to do sustained critical analysis of their thought will prove as necessary as a genuine interest in the subject matter. It also helps students interested in expanding their vocabulary and reading comprehension, improving verbal and written expression and developing clarity and cogency of logical thinking.

BELIEF AND PRACTICE: INTRODUCTION TO WORLD RELIGIONS

All Grades

12 Hours

What does it mean to be religious in today's world? How does one confront basic questions about the nature of the world and humans' place in it? Students investigate the beliefs and practices of a number of the world's religious traditions. Attention is paid to the way these traditions are practiced today and the way religious belief shapes both the everyday lives of individual people and global political processes.

The class looks closely at the sacred texts and practices of specific world religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, Islam and several Native American traditions. In addition to reading and discussion, the course incorporates films, guest speakers and visits to nearby houses of worship and religious communities.

SOCIAL PSYCHOLOGY

All Grades

12 Hours

This course is designed to offer students a theoretical and personal framework for understanding the depths of human psychology as it is influenced by other people and environments. On a theoretical level, students explore the academic psychosocial foundation for investigating human behavior in the context of social systems. On a more personal level, students are required to reflect upon the dynamics of their individual and collective selves through assignments which concentrate on theory and experience. Finally, fundamental

to our changing times, students are encouraged to examine social psychology on a level that relates to contemporary global issues. Some topics explored include conformity, prejudice, mass communication, gender, environmental apathy and the world community.

PERFORMANCE ENHANCEMENT AND STUDY SKILLS PREPARATION

All Grades

12 Hours

Academic performance enhancement training is designed to equip individuals with the skills necessary for the pursuit of excellence in all fields. Offering a highly experiential and theoretical approach to the concepts of excellence, this course uses a dynamic blend of personal awareness, effective goal-setting, relaxation control, concentration and imagery in both theory and practical application. Students receive training specifically designed to help them meet academic standards, athletic challenges and personal achievement. Study skills such as time management, test anxiety control, note-taking and research paper-writing are emphasized.

SCIENCE

OCEANS:
OCEANOGRAPHY/
MARINE BIOLOGY
UNDER SAIL

11-12

The only unexplored frontier on our planet is the sea. This course investigates the ocean frontier from the decks of the 55-foot schooner *Sarah Abbot*, as well as from the classrooms and laboratories of Phillips Academy.

In OCEANS, students spend 10 days cruising the sounds and bays on the south side of Cape Cod aboard the research schooner. With stops in ports such as Woods Hole, Martha's Vineyard, Nantucket and the Elizabeth Islands, the schooner's sailing track takes the students and scientists in search of a description of the physical characteristics of this marine environment. Study of the humpback whales on Stellwagen Bank is a high-point of the schooner's research.

On-campus study focuses on ecology, natural history and the evolutionary relationship between species—from jellyfish to sharks to whales. Special attention is paid to specific ecological problems of Nantucket Sound. Field trips to rocky shores, beaches, salt marshes and the New England Aquarium supplement the schooner cruise and in-class work. Topics such as pollution, endangered species and future food resources for man are important elements of this course.

Each OCEANS participant takes a companion minor course in expository writing (rooted in OCEANS' experiences) and completes a scientific

cally significant research project.

Note: Safe, happy and productive oceanographic research depends on a high degree of cooperation, sensitivity, good humor and academic commitment—especially on board ship. Students applying for OCEANS should possess such qualities as well as a capacity to make the best of an educational experience governed by sea, wind, close-living quarters and the needs of a sailing vessel. (Lab fee: \$700 to be paid by tuition deadline.)

CONCEPTUAL PHYSICS

All Grades

12 Hours

This course covers the main ideas of mechanics and of electromagnetism, and dabbles in fields such as thermal, fluid, optical, atomic, nuclear physics and/or special relativity, depending on time and interest. Great care is taken to develop a solid foundation of the concepts, the principles and laws of physics in general, as well as developing confidence in problem-solving techniques. Class time will be divided among lectures, discussions of homework, in-class demonstrations and laboratory work. The course does

presuppose a minimal background in elementary algebra and right angle trigonometry, but all mathematical needs are carefully reviewed at the beginning of the course. Students not only acquire a better analytical understanding and appreciation of the world we live in, but also gain enthusiasm and experience for future studies in physics.

MODERN ASTRONOMY

11-12

12 Hours

What are black holes? Where would one find cosmic strings? How do we know the Big Bang took place? Where do stars come from? This course shows you your place in nature and the universe. You see the sun and solar system form, life develop and the sun die.

A variety of topics in contemporary astronomy and astrophysics is covered in the classroom. Students seek to understand the physics behind the evolution and dynamics of stars, the formation of galaxies, the planets that make up our own solar system, and the origin and ultimate fate of our universe. These problems are



Photo by Anne Converse



approached by mastering the basic physics and chemistry involved and then by asking how one can gain information about objects that in many cases are millions (and billions) of light years away.

Several nights a week students directly observe the night sky using the telescopes in the Phillips Academy observatory. Students learn how to use the refracting and reflecting telescopes. The objects viewed relate directly to topics discussed in class. Observation plays a major role in the approach to this course.

A strong math and science background is highly recommended for this course. Mathematics through intermediate algebra is a prerequisite.

HUMAN ANATOMY AND PHYSIOLOGY

10-12

12 Hours

This course is a survey of human anatomy (structure) and physiology (function) with an emphasis on diseases and medical treatments. Through lectures, films, class

discussions, readings of medical articles, dissections (optional) and group projects and presentations, each student develops both familiarity and fascination with the human body and its systems. Students write essays on a variety of topics; they also research and write one major paper. This course gives all students, whether or not they are interested in a career in medicine, a solid understanding of the human body. **Prerequisite: one year of high school biology.**

INTENSIVE BEGINNING CHEMISTRY

10-12

18 Hours

Chemistry is the search for regularities in nature and the discovery of the relationships that exist between the structure and properties of matter. With two years of high school mathematics as a prerequisite, this course is designed for students with high motivation and ability. As an introduction to the field of chemistry, the focus is on learning the fundamental principles and concepts concerning atoms, molecules and compounds and applying them to understand both chemical and nuclear reactions. The course is a balanced combination of lectures, problem-solving sessions and laboratory work, the latter being fundamental to the understanding of the subject. The course covers most, if not all, of a normal high school year of chemistry, but at a much greater depth using a college level textbook. Each student works as part of a team researching and presenting a topic of environmental importance. **Students will need a calculator that has exponential, square root and logarithmic functions.**



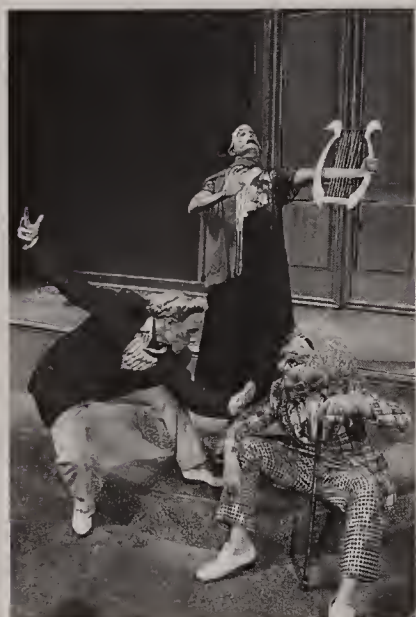
MINOR COURSES

MINOR COURSES

Most minor courses meet for six class hours; however, minor courses which require extended in-class work are listed as 10-hour minors. Under the title of each course appears the grade level(s) which the student should be entering in order to enroll in the course.

ARTS AT ANDOVER

Art course fees, payable upon arrival, cover expendable materials and tools and are in lieu of textbooks.



PLAY PRODUCTION

All Grades

10 Hours

Using class size and demographics as a guide, a major play is chosen to be performed by the students at the end of the Summer Session. Course work includes written character analysis and research. As part of the practical process of rehearsing a play, students receive additional training, as required by the script, in speech, movement, stage fighting, dialects and various rehearsal techniques. Students keep a journal chronicling their plateaus, discoveries and progress.

STUDIO ART

All Grades

10 Hours

This course introduces the student to painting and drawing with different kinds of media. Emphasis is placed on exercises that break down the elements of a two-dimensional picture plane. The student explores ideas of composition, light and shadow, and subject matter, as well as technique. The process of making art is stressed, not the product. Slides and films, as well as visits to the Addison Gallery of American Art, enrich the student's working context. (Fee: \$100 in lieu of textbooks.)

CERAMICS

All Grades

10 Hours

If you have always wanted to create in clay, this course is for you! Learn the basic hand-building techniques (pinch, coil and slab construction), followed by exercises on the wheel. The final projects allow the student to choose one or a combination of these techniques. Ceramics vocabulary, tools and techniques, clay, glazes and firing procedures are studied. A field trip to Phillips Academy's Peabody Archaeology Museum and slides of pottery from past civilizations reveal the importance and variety of ceramics in the historical context. A reading assignment with information on some aspect of the ceramics world expands the student's familiarity with the subject. (Fee: \$100 in lieu of textbooks.)

BEGINNING PHOTOGRAPHY

All Grades

10 Hours

An introduction to the principles and techniques of 35mm black and white photography as a vehicle for personal expression. Technical fundamentals including camera operation, film exposure and printmaking are balanced by a survey of photography and its relationship to each student's work. Frequent in-class critiques, discussion and trips to the Addison Gallery's photography collection supplement this rigorous course. No prior photographic experience is expected, but students must have a 35mm camera with a manually adjusted light meter. (Fee: \$150 in lieu of textbooks.)

PHOTOGRAPHY WORKSHOP

All Grades

10 Hours

Is it black and white or color? Learn how to alter your prints and make them become antique brown, bright blue and red. This course teaches students of photography how to manipulate their images as they hand paint, tone, texture and solarize prints. Students learn the process of reticulation, heating film to produce a textured negative, in order to combine visual arts and photography. Basics in 35mm photography will be taught. The final project is the creation of a silk-screen image by printing on Kodalith film. The challenge is to push your creative limits. Are you up to the challenge? A 35mm manually adjustable camera and willingness to experiment are required. (Fee: \$150 in lieu of textbooks.)

PAPER MEDIA

All Grades

10 Hours

Have you ever wanted to make your own books or experiment with collage and papermaking? This course is an introduction to the many ways of using paper for artistic expression and is geared for students who are interested in expanding their creative thinking. Students learn the basic techniques of papermaking, relief printmaking, monoprinting, collage and bookbinding, and then use these skills to create and assemble hand-made books. The course also concentrates on the visual aspect of sequence and experimental mixed media on paper. Visits to the Addison Gallery of American Art supplement the curriculum (Fee: \$100 in lieu of textbooks.)

MUSIC AND SOCIETY

All Grades

6 Hours

Would Beethoven be famous without the French Revolution? Would the Rolling Stones or the Doors have flopped without Vietnam, sex and drugs? How did rap, reggae, heavy metal or punk get started? What are the origins of Gregorian chant and why has it gained popularity in the '90s? These are some of the questions considered in Music and Society. First, students learn a common vocabulary which allows them to discuss what they hear and determine its value. Then they look into the social background that gives rise to musical expression. Examples are taken from ancient Greek and Roman thought through the present, with an emphasis on current musical trends. Different cultures are looked at as a way of

comparing humanity's universal need for music. Throughout the course, students examine their own musical preferences while exploring new possibilities. No prior musical skills or abilities are necessary.

FILM AND SOCIETY

10-12

10 Hours

What is film art? How does film art relate to the expression of a culture and of the individual? This course not only explores the philosophic and aesthetic qualities of film, but also

poses questions in light of film's relationship to contemporary issues. Students are encouraged to achieve a level of thinking about film and art that surpasses traditional high school curricula. Both texts and films (classical to contemporary) are used to enhance the student's visual literacy, interpretation and critical thinking skills.



MINOR COURSES

ENGLISH

EXPOSITORY WRITING

All Grades

6 Hours

In a less intensive version of the major Expository Writing course, students develop their own voices and their own styles. They come to understand that writing is much more than something done in a classroom. As they gain confidence writing narratives, film reviews, news articles and argumentative pieces, they learn how to develop and focus their writing, and they are introduced to the rhetorical patterns and grammatical tools necessary to write clearly. Students learn the elements of the paragraph, the importance of effective organization, and the need for careful revision.

Weekly vocabulary lessons, a review of some points of grammar, and an introduction to word processing are important parts of the course. Students also read non-fiction essays as examples of good writing.

CRITICAL READING AND PERSUASIVE WRITING

11-12

6 Hours

This writing-intensive course is designed to develop the skills that allow young people to recognize, evaluate and respond to the arguments found in all levels and genres of writing. Students begin by learning how to write summaries that clearly and fairly represent the author's position. The next task is to acquire the analytical skills necessary to evaluate both the author's reasons and reasoning. Attention is then

turned to developing and criticizing one's own arguments.

To help develop these skills, students read, discuss and respond to critical essays on various current issues. Pornography and the First Amendment, abortion and individual rights, the death penalty and the limits of justice and other issues are explored.

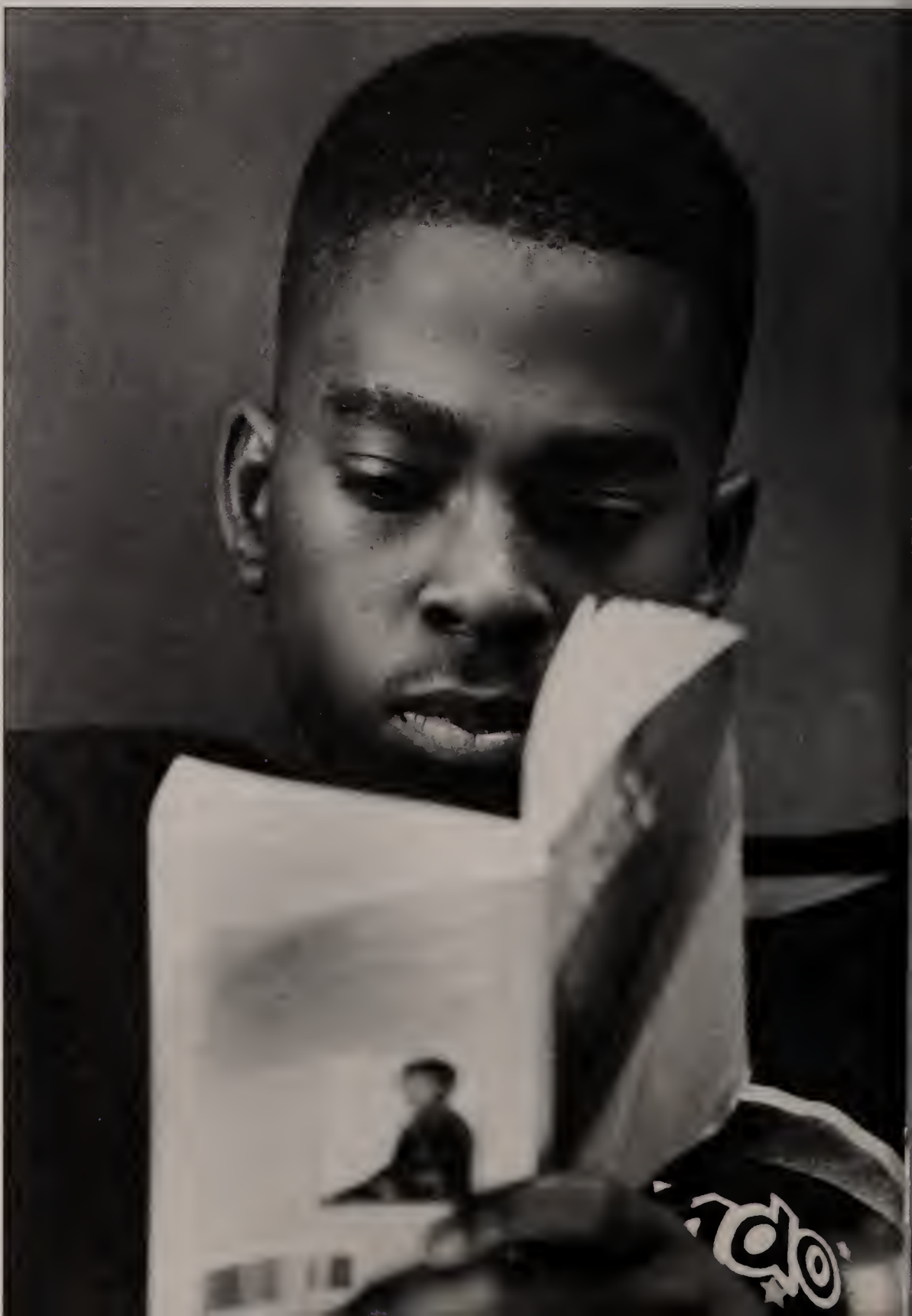
The class is expected to read college-level material, to write and revise assignments, and to participate actively in peer discussions and writing workshops.

WRITING ABOUT LITERATURE

10-12

6 Hours

This course challenges students to think critically and write powerfully about literature. Seminar discussions and daily writing assignments encourage the clear, thoughtful expression of ideas. Students learn the importance of sound reasoning, and it is through writing in and out of class that they refine their analytical skills.



Different kinds of writing assignments, including personal responses in journals, close reading exercises, and literary analyses, expose students to the richness of literature and to the many levels of interpretation. The writing of analytical essays is taught as a process, and students learn how to construct thesis statements and plan cogent arguments through prewriting exercises. Issues of rhetoric, grammar and mechanics are discussed according to the needs of the students.

Students read a range of genres and writers as they explore what it means to call something literature. Genres may include novels, autobiographies, short stories, poems, plays, films and essays.

ETYMOLOGY AND SEMANTICS

All Grades

6 Hours

English has a vocabulary far larger than that of any other language. Systematic study of a few hundred Greco-Roman and Indo-European roots of English words opens the door to understanding the meanings and connotations of tens of thousands of words in the language now rapidly emerging as the most adaptable for international and intercultural communication. Analysis of the components of English words provides a fascinating and effective means of increasing and diversifying vocabulary, examining nuances, developing skill in forming and expressing ideas accurately and persuasively, and greatly enhances control of vocabulary.

SPEECH AND DEBATE

All Grades

6 Hours

This course prepares students for important moments of their lives: when they interview, when they are trying to persuade a group to see their point of view, or when they seek a class office. Learning to organize one's thoughts and to present them effectively are important skills in life. This course teaches these skills through active participation.

Students deliver five different types of speeches and learn how to select a topic, organize the material, control the audience and make an effective delivery. They learn to offer both praise and constructive criticism as classmates work together to develop and improve each person's speaking abilities.

In the second half of the course, students learn the fundamentals of debate theory and argumentation. As teams, they debate contemporary policy issues. Students view and critique such monuments of oral communication as Dr. Martin Luther King Jr.'s inspirational "I Have a Dream" speech and the Nixon-Kennedy debates. Whenever possible, the class integrates current events and issues and applies theory and method to the contemporary social and political world.

Daily written homework assignments and oral presentations are evaluated with an emphasis on assessing strengths and weaknesses and tracking improvement. This course assumes no prior knowledge of or familiarity with public speaking or debate.

CONTEMPORARY LITERATURE/ CONTEMPORARY ISSUES

10-12

6 Hours

The primary objective of this course is to study works of contemporary literature for the sake both of reading good books and of examining how these works address issues affecting us today. Contemporary literature provides the springboard for critical discussions of issues such as racism, sexism, nuclear war, euthanasia and environmental problems. Conducted as a seminar, this course helps students learn to read critically, question thoughtfully and argue a particular position or point of view. Students write essays, analytical and personal, on topics of discussion.

This course demands that students be able to read substantial daily assignments and be willing to participate in discussions. Intellectual curiosity and a love of literature are musts.

THE SUPERNATURAL NOVEL AND SPIRITUAL REALITY

All Grades

6 Hours

Works dealing with the supernatural speak to our desire to experience a reality beyond that of everyday existence. Through a close reading of selected works from this genre, we examine how the supernatural world has traditionally been portrayed and explore the questions that are raised by that world: Is reality limited to what we see? How do people experience the supernatural? What spiritual realities do such books assume? Is the

MINOR COURSES

conflict between good and evil a supernatural one? What is the relationship between science and the supernatural?

Works we read include classics in the field. This course assumes a willingness to ask fundamental questions in the context of some enjoyable (and frightening!) reading. Students learn to approach the novels as both philosophical statements and works of literature. Films further enhance the reading and provide another depiction of the supernatural world. Frequent writing assignments help further clarify the material.

ENGLISH AS A SECOND LANGUAGE

Students must be enrolled in an ESL major in order to enroll in an ESL minor.

SPEAK UP!

All Grades
6 Hours

Communication is what this class is all about. How do we express ourselves when we are talking to a friend, speaking to an audience, debating an issue? How does the language we choose differ from situation to situation? In this class students develop speaking and listening skills for any occasion. The whole group works together in choosing topics and materials. Each person has something to say and this class is his or her chance to say it!

A MULTIMEDIA APPROACH TO AMERICAN CULTURE

All Grades
6 Hours

This course takes a close look at American culture through important historical events and documents of popular culture. A variety of media is investigated to gain a more complete understanding of the United States and its people. We examine American newspapers and see America through a number of films that focus on specific themes in American culture.

THE JOURNALIST

All Grades
6 Hours

This course provides students with the opportunity to explore the world of print and sharpen their writing skills. By reading and discussing articles from popular publications, students examine the ways in which information is communicated to an audience. Students become journalists—they conduct interviews, gather information, and use their creativity and insight to craft news and feature articles, profiles, reviews and more.

PREPARING FOR THE TOEFL

All Grades
6 Hours

This course helps prepare students to take the Test of English as a Foreign Language, the examination routinely required for admission to American colleges and universities. Listening comprehension, grammar and written expression and reading comprehension skills form the core of the work for this course.

Explanations of test structure and a number of practice sessions are designed to increase the student's scores in all three areas of the test.

HISTORY, ECONOMICS AND POLITICS

MONEY, BANKING AND THE ECONOMY

11-12
6 Hours

This course provides a basic understanding of economics and a thorough knowledge of money and banking. The student will learn the fundamentals of the free-market, unemployment, inflation, savings, and fiscal and monetary policy. Theory will provide a foundation, but will not be a major part of this course. A significant portion of the course will examine the history, constitutionality, and effectiveness of American monetary and banking policies. Included in this will be an analysis of: central, state and private banks; the gold standard; New Deal policies; and the Savings and Loan crisis.

Stock Market, Federal Reserve and Banking simulations provide interactive opportunities to apply skills learned in class.

INTERNATIONAL RELATIONS

All Grades
6 Hours

This course is designed to stimulate students' interest in international relations and the complexities of foreign policy. As a result of their experiences in the course, students become more informed respondents to the major



international issues of the day and better observers of the world political scene. Strong emphasis is placed on theoretical concepts in foreign policy, the historical background of this field, as well as the realities of international politics in today's volatile world scene.

In addition to regularly assigned readings in the field, students are involved in research projects to ensure their introduction to sources providing a wide range of points of view. Much attention is given to the development of critical thinking and a large portion of the course is devoted to activities that promote student involvement. Students engage in numerous seminars. They also present cases as well as act as court members in mock World Court sessions and participate in a major role-playing simulation that involves acting as delegates to a convention which involves speech-making, debating issues, political compromising and decision-making.

DISSENT IN AMERICA

11-12

6 Hours

Dissent is fundamental to American ideology. Central recurring themes include religious liberties, individual versus community perspectives, personal resistance to war, and the responsibilities associated with dissent and the following of one's conscience.

This course begins with the founding of the nation, the issues of free speech and religious freedoms, and the views of Thomas Jefferson. Topics for discussion include Thoreau, communarians and the Civil War draft. Music is used as a significant part of the analysis of working class dissent at the turn of the century, the Civil Rights movement and 20th century resistance to war.

Throughout the course, cultural phenomena, such as pamphlets, music and movies, are studied as historical means to portray dissent as well as

maintain the status quo. We analyze well-known methods of dissent, from non-violent resistance to armed rebellion, and discuss current issues of conscientious objection and student concerns.

In addition to class discussion and occasional debates, reflection papers and a formal research paper are required.

LANGUAGE

INTRODUCTION TO CHINESE

All Grades

6 Hours

Chinese, a language spoken by over one-quarter of the world's population, is too often thought of as an impossible language to acquire; however, when considered in a systematic fashion, it readily becomes less mysterious. Covering both the spoken and

MINOR COURSES

written language, this course provides an introduction to the phonetic symbols and to pronunciation training which combined constitute the basis of proper Chinese speaking. At the end of the course students are able to recognize, pronounce and write more than 250 Chinese characters.

Practical and lively lessons in conversation include question and answer sessions, vocabulary study with discussion of hieroglyphic characters and Chinese fables, which facilitate the understanding of Chinese sentence and grammatical structures.

Chinese festivities, traditions, poetry and calligraphy are also demonstrated and discussed.

CONVERSATIONAL FRENCH

All Grades

6 Hours

This course seeks to build the students' capacity to function

competently in everyday situations while reviewing standard topics in third-year French grammar. Topics covered: *les temps du passé—le passé composé, l'imparfait et le plus-que-parfait; le futur simple; le futur antérieur; le conditionnel, présent et passé; le présent du subjonctif; pronoms personnels compléments d'objet direct et indirect; adjectifs et pronoms possessifs; adjectifs et pronoms démonstratifs*; and idiomatic expressions useful in the situations presented. Students are asked to write frequent, short compositions and dialogues. Classes are conducted exclusively in French.

INTRODUCTION TO JAPANESE

All Grades

6 Hours

In this fast-paced introductory course students learn to read and write *hiragana* characters (the 46-

letter "alphabet") in 10 days and *katakana* characters (alternate letter forms) by the fourth week. They also learn 75 *kanji* (derivations from Chinese characters). Daily students study new vocabulary and grammar, using handouts written completely in Japanese. English is seldom spoken in class. By the end of the Summer Session, students are able to introduce themselves, order food, describe locations, speak in present and past tenses, make requests and converse using a variety of verbs and adjectives.

CONVERSATIONAL SPANISH

All Grades

6 Hours

A course conducted entirely in Spanish for the student who is eager to speak Spanish and is genuinely interested in improving oral facility. Students are given directed conversa-



tional exercises designed to encourage and enable them to increase their vocabulary and cultural awareness, as well as provide them with the tools for achieving greater fluency. Since grammatical accuracy is also an important goal, the conversational focus is supplemented with grammar explanations and exercises according to the needs of the group. Culturally authentic audio visual enhancements include tape work in the language laboratory, videos, songs and newspaper and/or magazine articles. **This course is best suited for students who have studied Spanish for two years or more.**

MATHEMATICS

All mathematics students take a placement test to confirm their course assignments. All students must have a TI-82 (Texas Instruments) graphing calculator. They may either bring one from home or borrow one through our loan program.

ALGEBRA REVIEW

All Grades

6 Hours

This course is a review of first-year algebra and a study of some of the topics of second-year algebra. Some of the topics covered are polynomials and their operations, operations with algebraic fractions, solving fractional equations, linear equations, inequalities, factoring, solving second-degree equations, simultaneous equations, coordinate geometry, exponents and radicals. **Not for students who have completed second-year algebra.**

TRIGONOMETRY

All Grades

6 Hours

This course offers students a comprehensive study of circular and trigonometric functions. Emphasis is placed on applying trigonometry to model real-life applications. Topics include radian measure, trigonometric functions, solving right triangles, graphing trigonometric functions, inverse trigonometric functions, law of sines, law of cosines, solving coordinates, polar graphing and parametric equations. **When combined with the precalculus major, this course can equal a full yearlong precalculus course.**

MATHEMATICAL MODELING

11-12

6 Hours

How many elevators (both local and express) would you need to put in a 100-story building? How many seconds should a stop light stay green in order to allow the most cars through while the least number of people wait? These kinds of mathematical problems cannot be solved by neatly applying a formula. This is the realm of mathematical modeling, in which math skills are used to obtain useful answers to real world problems. In fact, there are no "correct" answers, no precise rules. Modelers can learn only by doing: field work, experiments and group consultations are necessary in order to arrive at a solution. This dynamic course teaches clear and logical thinking, a good feel for data, and the ability to communicate with enthusiasm.

COMPUTER

THE FRIENDLY WORLD OF COMPUTERS

All Grades

6 Hours

There is no escaping our need for knowledge of computers today. Computers are an integral part of our lives, yet some people have not experienced them at all or have had frustrating experiences. This course is a basic, yet intensive hands-on introduction to the world of computers as tools. The goal of the course is to enable students to function in an ever-changing technological world.

An exploration into the world of computers enables students to learn on their own in the future. They are introduced to word-processing programs, graphics (draw/paint) programs, spreadsheet packages and database applications. Instruction in the use of hardware such as printers, scanners and modems is also part of this course. Students learn computer skills through a series of assignments, culminating in an intensive real-world project. **While appropriate for any grade level, this course is best suited for students who have completed at least one year of algebra.**

AN EXCURSION INTO THE WORLD OF FRACTALS

10-12

6 Hours

Daily, we learn of new developments in physics, medicine and computer science. But what about new discoveries in mathematics? We already know everything there is to know about math, don't we? Absolutely not!

MINOR COURSES

New and exciting developments in mathematics occur all the time. One area of current research, dynamical systems, is particularly well suited for investigation. This course is designed to explore the field of dynamical systems, and with the aid of the powerful graphics capabilities of the Macintosh II, generate tantalizingly complex images called fractals.

This course is suitable for anyone wishing to learn more about chaos, dynamical systems and fractals. We will take fresh looks at complex numbers via the Mandelbrot and Julia Sets as well as composition of functions via chaotic dynamical systems. **Interested students should have a solid understanding of functions and trigonometry; TI-82 graphing calculators are a must (we have a loan program for those who do not own a TI-82).**

PSYCHOLOGY

SOCIAL PSYCHOLOGY

All Grades

6 Hours

Social Psychology provides an exploratory examination of human behavior as it is influenced by, and in turn influences, interactions with other people. Included in this course are topics such as human values, group process, conformity, obedience, social interactions, communication, stereotypes, prejudice, responsibility and personal freedom. A highly interactive classroom approach enhances the students' understanding of these topics. No previous psychology courses are required.

SCIENCE

ADVANCED LABS IN BIOLOGY

All Grades

10 Hours

This laboratory course features a range of selected topics including diffusion and osmosis, enzyme catalysis, cell division, photosynthesis, genetics and cell respiration. The student becomes familiar with stereoscopic and compound microscopes, microbiological techniques, data analysis and colorimetry. All of these experiments are included in a typical advanced course in biology. **Prerequisite: one year of biology.**

INTRODUCTION TO ELECTRONICS

All Grades

6 Hours

Electricity is a vital component of our everyday lives. The aim in these six weeks is to gain a conceptual understanding of the rather abstract realm of electronics. Students will spend a least one-third of the course in the laboratory verifying the theory learned and acquiring an appreciation of the difference between theoretical and actual measurements. The course aims to educate on the basic topics of what causes electrons to flow; how direct and alternating current apply to Ohm's law; how to construct resonant LCR circuits; and how those circuits are used to make electronic filters. Transistors, amplifiers, logic gates and computer programming may also be discussed. This course presumes no prior knowledge of electronics and only a minimal background in basic algebra.

HUMAN DIMENSIONS OF MEDICINE

All Grades

6 Hours

Health care is a perennial topic. As potential patients, we are all concerned with the system. Some of us may be considering becoming health care professionals and are concerned about the field. It also affects us in many indirect ways and shapes our views of ourselves and the world.

This course examines the field of biomedicine as well as the health care system. Students consider the dominant paradigm (and alternatives) in medicine, discuss medical ethics, critique health care systems, and examine other current issues in medicine which may arise in the news during the course of the summer. Specific topics may include the focus of medical research according to culture, the question of right to die, professional rights and responsibilities, doctor-patient relationships, comparative analysis of health care systems in the United States and other countries, and issues of general access to health care.



AFTERNOON ACTIVITIES

The Afternoon Activities program is divided into two three-week sessions. At the end of the first three-week session, most students are assigned to a new activity (exceptions: Chorus, Orchestra, Jazz Band and Stage Craft). Those desiring to stay in the same activity for both three-week sessions may do so only if that activity is undersubscribed for the second session and if the activity director and coach give permission. Activities are required of all students; activities are open to both boys and girls. Any special dress, equipment or experience is noted in the activity description.

AEROBIC DANCE

Aerobics is a serious yet entertaining way to improve cardiovascular fitness, balance, strength and flexibility. Classes are taught to music and include both low and high impact aerobics. Aerobics shoes, while not required, provide support and cushion the feet.

BASKETBALL

Boys and girls work on the skills of the game and are organized into teams to compete on an intramural basis. Court shoes are required.

CHORUS

Open to all students regardless of musical background, chorus will perform works from a variety of musical traditions including spirituals, international folksongs, madrigals and Gregorian chant. Opportunities for solos and small ensembles are available.

DANCE

No experience is necessary. In dance the emphasis is on communication through movement and improvisation. Some modern ballet and jazz techniques are taught.

JAZZ

The Summer Session Jazz Band is open to student musicians regardless of their jazz band experience.

OUTDOOR ADVENTURE

This outdoor, adventure-based program uses proven techniques to challenge students mentally, emotionally and physically. Faced with many unfamiliar situations and problems, the students build self-confidence and learn new outdoor skills that stay with them for a lifetime. Activities include introductory rock climbing skills and equipment usage, high and low ropes course participation, orienteering, obstacle course maneuvers and other group-oriented, problem-solving

AFTERNOON ACTIVITIES

situations. The only equipment needed is old clothes and a pair of old sneakers.

ORCHESTRA

The Summer Session Orchestra meets for the entire six-week session. A concert is given at the end of the summer in conjunction with the Chamber Music Program.

PHYSICAL FITNESS

This program is designed to improve muscle tone, strength, endurance and flexibility. It can be either a pre-season conditioner for athletes or a fitness program for others. Using our state-of-the-art fitness center, activities include weight training with free weights or variable-resistance machines and cardio-vascular fitness using machines such as stairclimbers, stationary bicycles and control gravity machines. Everyone is welcome, but participants should prepare for a rigorous, demanding activity.

POWER WALKING

A low level aerobic activity that is open to everyone. An opportunity to improve general fitness while participating in an Olympic sport.

RUNNING

This is an afternoon activity for any kind of runner, even joggers, and for the beginner as well as the most experienced. Each participant runs with her/his chosen group: slow, medium or fast, but all students will be expected to stretch and run, using this experience as a chance to improve their endurance. Students must wear proper running shoes.

SOCCER

Players are organized into teams and receive some instruction in the rudiments of the game. There are numerous skill levels, and everyone will find a proper niche. Both boys and girls must bring molded cleats. Shin guards are required and may be borrowed from the athletic stockroom.

SOFTBALL

Open to everyone and played both for the fun of it and for competition. Instruction is available for those who need it. Players should bring their own gloves.

SQUASH

This sport is offered as a free play activity, but instruction is given to those who want it. The school furnishes the balls and the players supply their own racquets, which can be purchased here (under \$25) or rented. Players must also have shoes with non-marking, light-colored soles.

STAGE CRAFT

In the newly renovated and sophisticated theater spaces, enrolled students construct the sets for the Play Production class. Participants develop and utilize skills in stage carpentry, prop construction, scene painting, programmed lighting, costuming and digital sound. During the final production, students serve as running crew, light-board and sound-board operators.

STYXBALL

This is a coed running game involving throwing and catching a ball with a stick called a "crosse." It is a hybrid of girls' lacrosse and boys' lacrosse, without the latter's roughness and with something of the former's grace and continuous motion, a combination which has proved very popular in the Summer Session. Styxball equipment is provided to each player by the school at no cost.

SWIMMING

Swimming takes place in the indoor, six-lane pool. Swimmers are required to have nylon or other synthetic fabric swimming suits. Those with long hair must wear bathing caps. The group is divided into beginners, advanced beginners and competitive swimmers. Almost all beginners can learn how to swim in three weeks.

TENNIS

The tennis program consists of recreational play at the beginning, intermediate and advanced levels. Players must provide their own racquets and tennis balls.

ULTIMATE FRISBEE

Ultimate frisbee is a team sport resembling soccer, played with a disc. It's an exciting and invigorating game. Basic skills are reinforced daily.

VOLLEYBALL

Open to all levels and played both for the fun of it and for competition. Instruction is available for those who need it.







Maxine Grogan, *Dean of Admission*

ADMISSION INFORMATION

ADMISSION

The Admission Committee looks for evidence that the applicant has the intellectual ability, the industry and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have a strong school record and a serious desire to spend the summer in challenging, disciplined study. For this reason, we **do not permit weddings or other family functions or other academic or athletic pursuits to interfere with classes, which are held six days a week.** Students must also arrive on campus for the scheduled beginning of Summer Session and remain through the closing. Early departure will mean forfeiture of the Certificate of Attendance and course credit.

The Summer Session accepts academically qualified boys and girls who have completed the eighth, ninth, tenth or eleventh grade and who are at

least fourteen years of age. Students who have graduated from high school or who are 19 years old or older are not eligible for admission. Our policy is to open the experience to as many boys and girls as we possibly can, and we think it is sound advice to students to seek different experiences every summer.

It is important for parents to note that students who apply to Summer Session should do so because it is their choice. The energy and commitment necessary to make the most of the program cannot be forced issues.

Accuracy, clarity and honesty are as essential to the application as they are to success in the classroom. Represent yourself as you are so that, if admitted, your teachers will be able to serve you well.

WHEN TO APPLY

Students should apply immediately after receiving the 1995 catalogue. Because we have rolling admission, there is no deadline in the usual sense of the term. Decisions are made soon after applications are complete. Often courses fill quickly; therefore, it is advantageous to apply as early as possible. Completed Financial Aid application forms, along with completed Summer Session application forms, must be received by us no later than March 1.

All five application forms and the student's autobiographical statement are very important in the admission process. *The question of admittance cannot be determined until all application material has been received; and, since the capacity of the Summer Session is limited, early application is necessary to avoid disappointment.*

APPLICATION FORMS

The application consists of five parts which are provided in the back of the catalogue: Form 1 (the student application); Form 2 (the school report for school counselor); Forms 3 and 4 (two teacher recommendations); Form 5 (afternoon activities preferences). Each of these is to be filled out completely according to the instructions. In addition, the student must provide an autobiographical essay and a transcript from his or her school (must include current-year grades). All materials should be mailed together in one package. Please be certain that the non-refundable \$30 application fee is enclosed. (International students pay \$45.)

APPLICATION ENVELOPE

All application materials—the recommendations, the school report, the transcript, the autobiographical statement and afternoon activities selections, together with the application form and fees—should be placed in a *single envelope* and mailed to the Phillips Academy Summer Session. (We have enclosed an appropriate envelope for your convenience.) Mailing the application material separately rather than in a single package results in serious delay for that application and may even jeopardize the applicant's chances for acceptance.

INTERNATIONAL STUDENTS

Since school administrations and evaluative methods vary so greatly throughout the world, we suggest the following to simplify the application process. Please include a translation of your school's grading system with your transcript. If your school does

ADMISSION INFORMATION

not have guidance counselors, the head of school or principal should fill out Form 2. Compose your autobiographical essay, *without help*, in English. If you have recently taken the TOEFL, please forward your scores with your application. Please request an International Student Information Sheet if you have not already received one.

TUITION, ROOM AND BOARD

The \$3,350 charge for boarding students includes tuition, room, board, supplemental medical insurance, telephone with local service, and bed and bath linens. The day-student charge of \$2,200 covers tuition, supplemental medical insurance and all meals. The non-refundable application fee must accompany the application. Within two weeks of acceptance, the student must pay a non-refundable \$300 deposit, credited toward the tuition charge. *To ensure the student's admission the balance is due on or before May 25.* All checks should be made payable to the Trustees of Phillips Academy and sent to the following address: The Phillips Academy Summer Session, Phillips Academy, Andover, MA 01810-4166.

In accordance with Summer Session policy, a student cannot be registered until her or his bill is paid, and no refund is made of the deposit or of the tuition and room and board charges to the student who withdraws or is dismissed. International students, please refer to separate *International Student Information Sheet for specific payment instructions.*

FINANCIAL AID

The Summer Session actively seeks qualified and promising students from a wide range of backgrounds. For many students a six-week summer academic experience at Phillips Academy may provide the skills and self-discipline essential to success in college, career and later life.

Because we do not want any qualified student to be denied the opportunity of attending the Summer Session because of his or her inability to pay, partial and full scholarships are awarded according to financial need, which is determined by computation based upon the parents' income and not upon academic performance. Given the fact that our funds are limited, in fairness to everyone, we ask students to apply for financial aid only if they cannot attend the Summer Session without it. Our limited funds also preclude offering financial aid to international students. Early application is absolutely necessary for those requiring financial aid. All application forms, including the Financial Aid Form and a copy of the most recent IRS 1040 form or other income-tax form used, must be completely and accurately filled out and received by us no later than March 1.

A Financial Aid Form is not sent automatically. Please write or call to receive one.

SPENDING MONEY

Phillips Academy does not handle student banking. A Cirrus Network money machine has been installed on campus to facilitate students' handling of their spending money. A checking account opened in a Cirrus network bank (located throughout the U.S.A. and Canada) before coming to Andover will allow parents to deposit funds locally which can be drawn on by students with their money card. Bringing large amounts of money is ill-advised given the ages and number of students in the Summer Session. BayBank, in Andover, will offer banking advice and services to all admitted students through the mail and at registration. Students who wish to live as simply as possible should not find expenditures for textbooks and extras in excess of \$500.



THE FACULTY 1994

Timothy Abbott, B.A.

*English as a Second Language,
House Counselor*

William Alba, Ph.D.

House Counselor

Rajesh Anandan

TA in (MS)²

Stephen Anderson, M.S., M.A.

(MS)² Science

Thomas Anderson, B. A.

TA in (MS)²

James Appleby, B.A.

Physics, House Counselor

Angela Atkinson, B.A.

*TA in English as a Second
Language and Psychology*

Bruce Bacon, M.F.A.

Mathematics, Theater

Rosalyn Baker, B.A.

TA in (MS)²

Ben Bakker, B.S.

Mathematics, Computer

Kristan Bakker, B.S.

House Counselor

Ronald Banks, M.A.

Psychology, House Counselor

Clyfe Beckwith, Ph.D.

Physics, Electronics

Daryl Begay, A.B.

(MS)² English

Phyllis Beinart, B.F.A., M.A.

Art

J. Max Belcher

Photography

Stephen Blackwell, M.A.

English

Gregory Brandt, M.A.

English

Colin Bridgewater, B.A.

*Trips and Tours Director,
House Counselor*

Marc Brown, M.B.A.

Colloquia Coordinator

Pamela Brown, M.Ed.

Director

Crystal Brunelli, B.A.

*Japanese, English as a Second
Language, House Counselor*

Marlene Bryant, B.A., M.C.P.

Psychology, House Counselor

Pamela Bullard, B.A.

*English as a Second Language,
Spanish*

Scott Bullock, B.M.

Jazz Band, House Counselor

Tomas Cabrera, M.A.

(MS)² Mathematics

Stephen Carter, Sc.B., M.A.L.S.

(MS)² Mathematics

Ernest Ceberio, B.A.

TA in Economics

David Chun, B.A.

TA in English

Richard Collins, M.A., M.Ed.

History

Richard J. Cook, B.A.

(MS)² English

Katrina Cooley, B.A.

House Counselor

David Cooper, B.A.

TA in Philosophy and English

THE FACULTY

Eric Cope, M.A. <i>TA in Physics and Computers</i>	George Facer, M.A. <i>Chemistry</i>	Jennifer Grillo, B.A. <i>Anatomy & Physiology, House Counselor</i>	Timothy Howell, M.A., M.Sc. <i>(MS)² Mathematics</i>
Matthew Crowe, B.A. <i>TA in History and Japanese</i>	Kelly Flynn, B.A. <i>House Counselor</i>	Maxine Grogan, B.A. <i>Dean of Admission, International Student Coordinator</i>	William Hudson, B.A. <i>(MS)² Mathematics</i>
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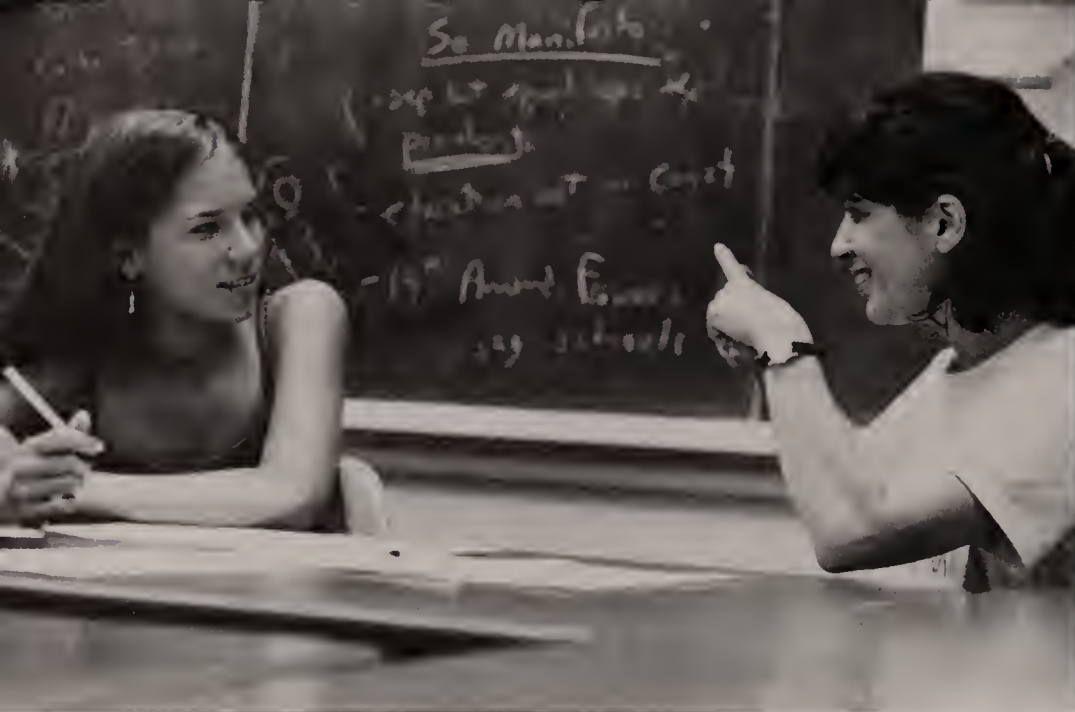
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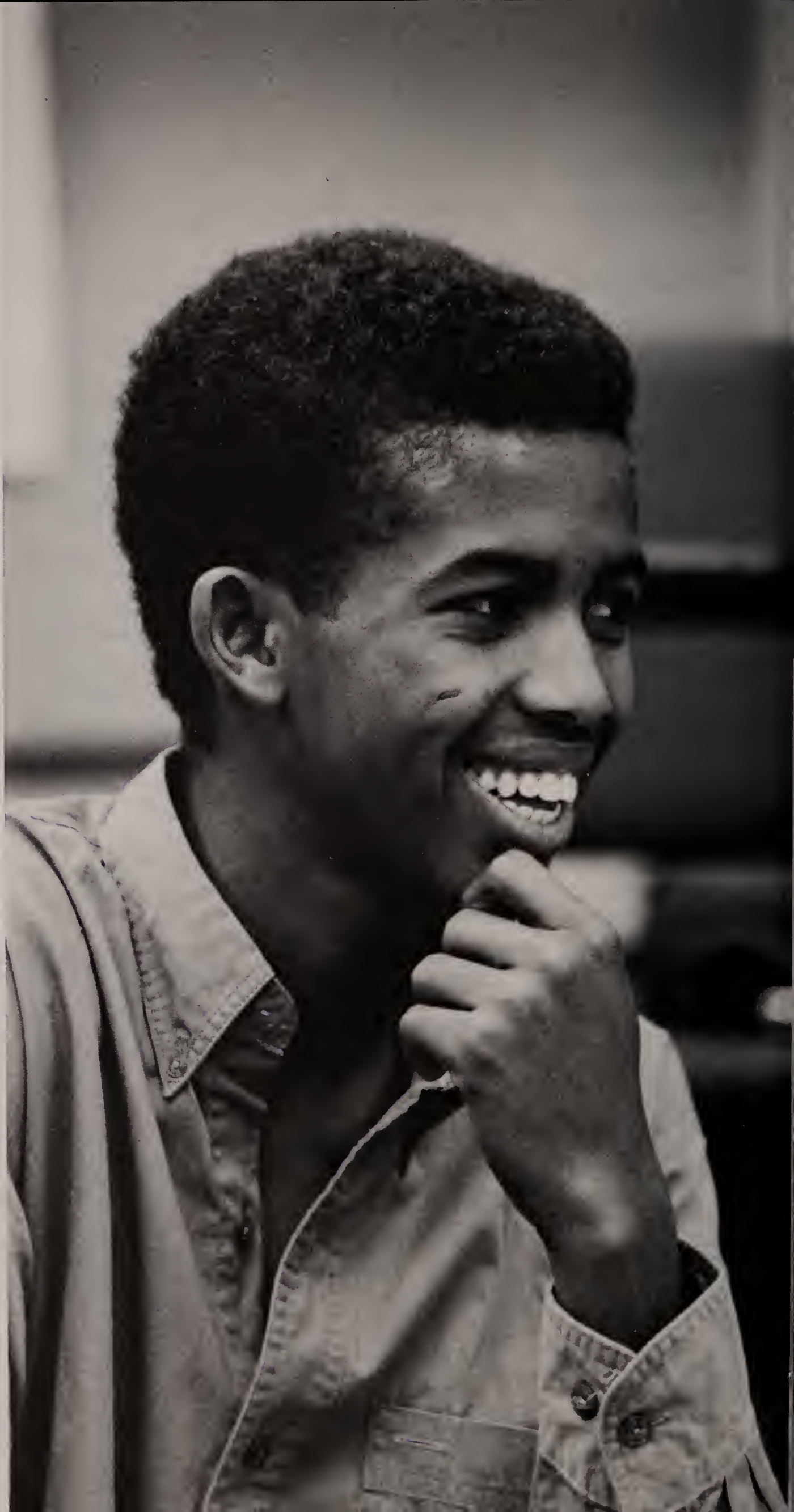
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1994 ENROLLMENT AND GEOGRAPHIC DISTRIBUTION

CLASS DISTRIBUTION

	BOYS	GIRLS	TOTAL
Rising 9th graders	16	8	24
Rising 10th graders	60	68	128
Rising 11th graders	143	190	333
Rising 12th graders	85	89	174
	304	355	659
Boarding students	301	348	649
Day students	3	7	10
	304	355	659

Arizona	12	Austria	1
California	62	Belgium	4
Colorado	1	Brazil	2
Connecticut	5	Canada	1
District of Columbia	11	Colombia	3
Florida	2	Cote d'Ivoire	2
Georgia	4	Denmark	1
Hawaii	3	England	3
Illinois	22	France	35
Iowa	1	Germany	21
Kansas	1	Greece	2
Kentucky	11	Hong Kong	9
Louisiana	2	Indonesia	4
Maine	2	Italy	14
Maryland	9	Japan	27
Massachusetts	85	Korea	18
Michigan	13	Kuwait	1
Minnesota	1	Lebanon	2
Missouri	2	Marianas	3
New Hampshire	8	Mexico	2
New Jersey	21	Monaco	2
New Mexico	11	The Netherlands	3
New York	73	Puerto Rico	5
North Carolina	2	Scotland	2
North Dakota	2	South Africa, Union of	2
Ohio	13	Spain	9
Oklahoma	3	Sweden	1
Oregon	1	Switzerland	12
Pennsylvania	6	Taiwan	9
Rhode Island	1	Thailand	6
South Carolina	1	Turkey	3
Tennessee	7	Venezuela	1
Texas	31		
Vermont	2		210
Virginia	7		
Washington	4		
West Virginia	6		
Wyoming	1		

CAMPUS MAP



★ SUMMER SESSION OFFICE
(Samuel Phillips Hall)

CAMPUS MAP

1	Abbey House	47	Hardy House
2	Abbot Hall	47A	Hearsey House*
4	Adams Hall*	49	Isham Infirmary*
5	Addison Art Gallery	50	Johnson Hall*
8	Alumni House*	51	Junior House*
10	America House*	51A	McKeen Hall
11	Andover Cottage*	52	Memorial Bell Tower
12	Andover Inn	53	Morse Hall
13	Arts and Communications Center	54	Morton House*
17	Bailey House*	55	Nathan Hale House*
14	Bancroft Hall*	56	Newman House*
15	Bartlet Hall*	57	Newton-Hinman House
16	Benner House	58	Nineteen Twenty-Four House
18	Bishop Hall*	59	Office of Physical Plant
19	Blanchard House*	60	Oliver Wendell Holmes Library
20	Borden, Memorial and Abbot Gymnasiums	61	Park House
21	Bulfinch Hall	62	Paul Revere Hall*
22	Burt House*	68	Peabody Foundation and Archaeological Museum
22A	Carriage House*	63	Pearson Hall
23	Carter House*	64	Pease House*
24	Case Memorial Cage	65	Pemberton Cottage*
25	Chapin House	66	Phelps House
26	Churchill House	9	Phillips Hall
28	Clement House*	67	Power Plant
29	Cochran Chapel	69	Rockwell Hall*
30	Commons (Dining Hall)	70	Samaritan House*
31	Cooley House	71	Samuel Phillips Hall
32	Day Hall*	72	Smith House*
33	Double Brick House*	6	Stearns House*
34	Draper Cottage*	3	Stevens House*
35	Draper Hall	48	Stimson House*
36	Eaton Cottage*	73	Stott Cottage
38	Evans Hall	74	Stowe House*
39	Flagg House*	37	Stuart House*
40	Foxcroft Hall*	76	Sumner Smith Hockey Rink
41	French House*	77	Taylor Hall*
42	Frost House*	78	Thompson House*
27	Fuess House*	79	Tucker House*
43	George Washington Hall	7	Whitney House*
44	Graham House	80	Williams Hall*
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TRAVELING TO ANDOVER

If traveling by car from Boston, take Route 93 north for about 19 miles. Take Exit 41, then turn right (east) on Route 125 for 2 miles. Turn right onto Route 28 and go north about 4 miles to the Phillips Academy campus. Turn right at the Bell Tower on the corner of Route 28 and Salem Street. Turn left on Highland Road and then left up the first campus road on the left. The Summer Session office is marked by a sign at the road's edge beyond the parking lot.

If driving from Logan Airport, follow the signs to Boston via the Sumner Tunnel and follow Route 93 north signs.

From Route 495 north or south take the exit marked "Andover" and proceed south on Route 28 through the town of Andover. The Phillips Academy campus is approximately one mile south of Andover center. Turn left on Salem Street, by the Bell Tower.

The Trombly Commuter Lines, Inc., runs buses to Andover from the Transportation Building on Charles Street, Park Square, Boston. Visitors should call the bus company at (508) 686-9577 for up-to-date information.

INNS AND MOTELS IN THE AREA

Andover Inn
Chapel Avenue, Andover
(508) 475-5903

The Andover Marriott
123 Old River Road,
Andover
(At Route 93)
(508) 975-3600
(800) 228-9290

Comfort Suites
106 Bank Road, Haverhill
(Exit 49 off Route 495)
(508) 374-7755
(800) 521-7760

Courtyard by Marriott
10 Campanelli Drive,
Andover
(next to The Andover
Marriott Hotel)
(508) 794-0700
(800) 321-2211

The Hampton Inn
224 Winthrop Avenue,
Lawrence
(Route 114 at Route 495)
(508) 975-4050

Holiday Inn -
Tewksbury/Andover
4 Highwood Drive
Routes 495 and 133
(508) 640-9000

Ramada Hotel Rolling Green
311 Lowell Street, Andover
(Junction Routes 93 & 133)
(508) 475-5400

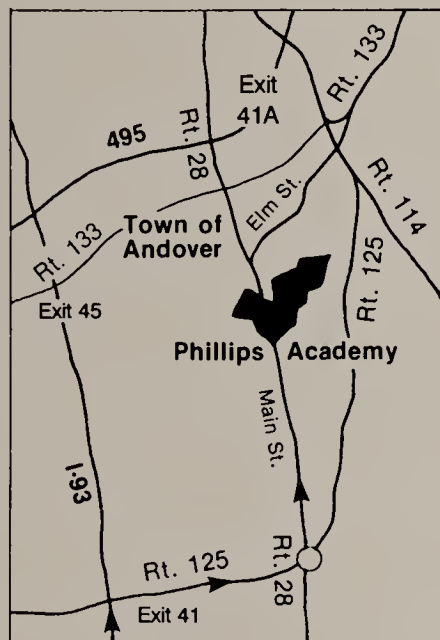
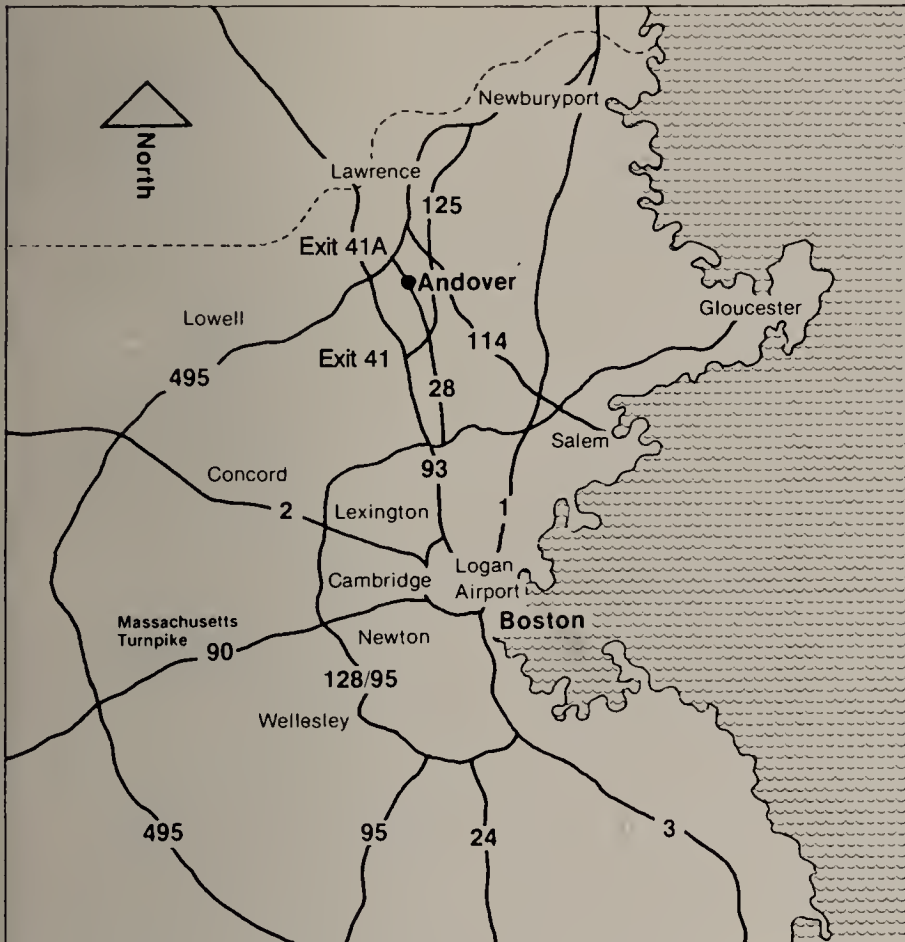
Residence Inn by Marriott
1775 Andover Street,
Tewksbury
(off Route 495)
(508) 640-1003

The Sheraton Inn
50 Warren Street, Lowell
(508) 452-1200

Susse Chalet
1695 Andover Street,
Tewksbury
(Routes 133 and 495)
(508) 640-0700
(800) 524-2538

Tage Inn
131 River Road, Andover
(at Route 93)
(508) 685-6200
(800) 322-8243

Design: Ellen Hardy
Photography:
Gustav Freedman
Cliff Lawrence
Anne Converse
printed on recycled paper



Please Print or Type

Name	Last (Family)	First	Middle
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Address	Street and Number	
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City	State	Country	Zip
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Grade	<i>(If a student)</i>	Position	<i>(If a teacher or administrator)</i>
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- ☐ Send Catalogue (Application Forms included)
- ☐ Send Financial Aid Application Forms

Please Print or Type

Name	Last (Family)	First	Middle
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Address	Street and Number	
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City	State	Country	Zip
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Grade	<i>(If a student)</i>	Position	<i>(If a teacher or administrator)</i>
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- ☐ Send Financial Aid Application Forms



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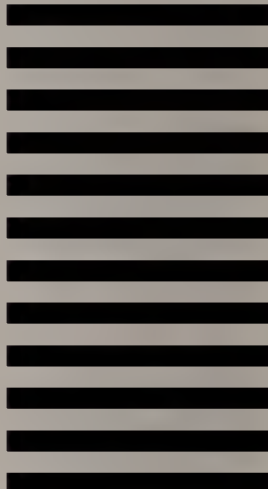
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The Phillips Academy Summer Session
Phillips Academy
180 Main Street
Andover, MA 01810-9847



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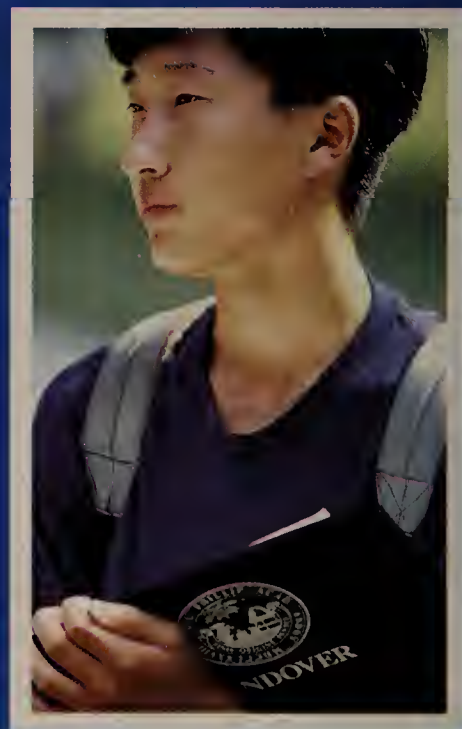
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